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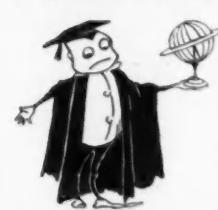
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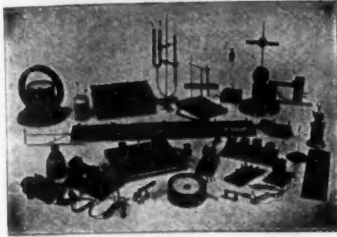
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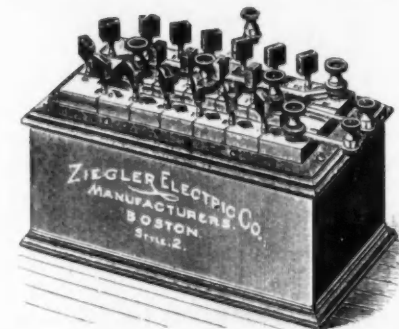
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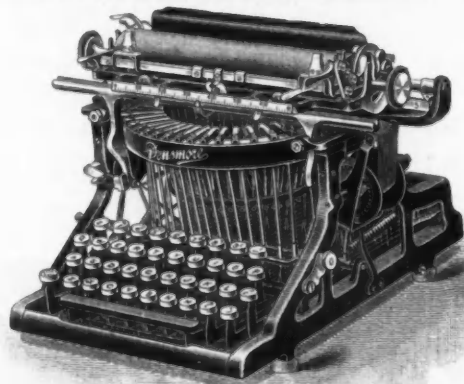
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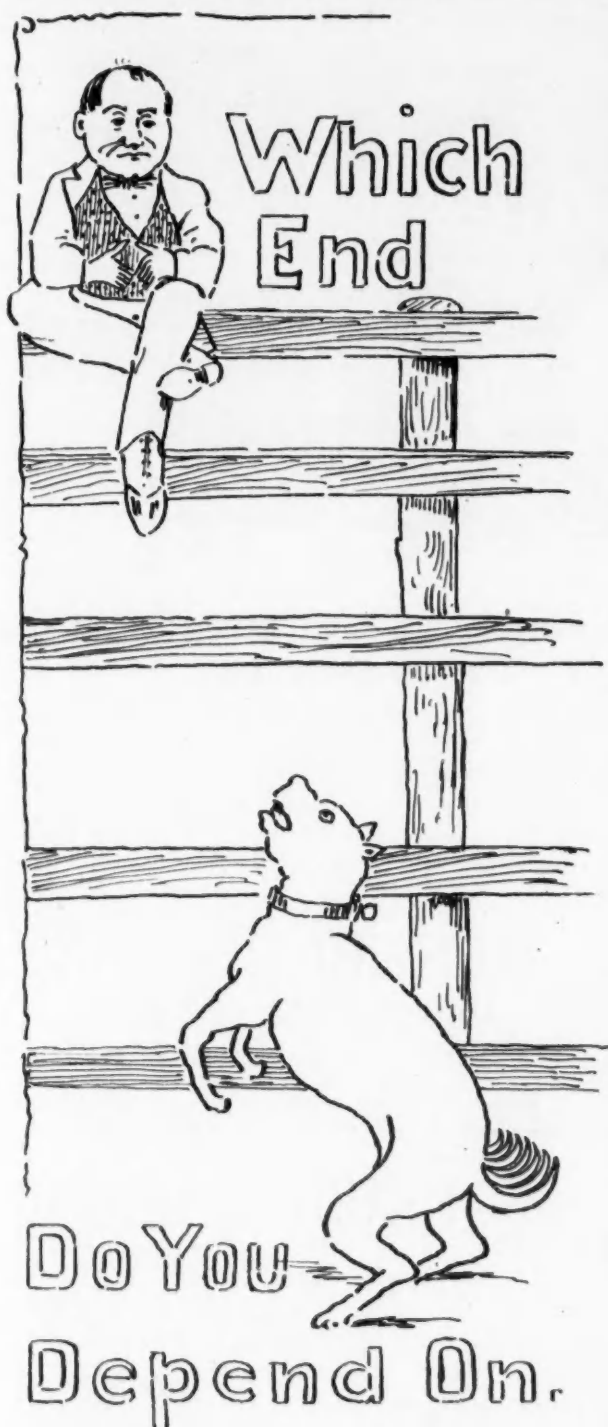
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The dog was on the ground.

He was wagging his tail at the rate of about 300 revolutions to the minute.

But at the same time he was growling double fortissimo with all the stops open and the loud pedal on.

It was a very inconsistent dog.

At least, so the man thought.

He said that for the life of him he did not know which end of the dog to depend on.

So he depended on the fence.

A great many men regard their business transactions as this man regarded the dog.

They say that one end of their business growls while the other wags its tail.

They don't know which end to depend on to make themselves safe in buying goods.

So they depend on the cost end because it wags its tail and they get bitten by the growling end.

The money they save by "skimping" the cost, they lose fourfold in the inferiority of the goods they have "dickered" for.

It is possible to lose more money "shopping around" for bargains than in putting up "margins" in a wheat corner.

We know it, because we have been through the mill.

We have found that wherever we cultivated the tail of the dog simply because it wagged a cheap price, that we have in ninety-nine cases out of a hundred been bitten by the other end, which represented the quality of the goods.

You may not realize the truth of this now, but you are bound to realize it some day.

It is part of our mission on earth to make you realize it now—to-day—right away.

This is a tract to convert you to the practice of the theory that wise buying is not necessarily the purchase of the cheapest-priced article. Such goods may wag their tail as you figure the cost, but wait until the growling end gets in its work. Wait until you try the goods and then you'll find ninety-nine times out of a hundred that you're bit by the other end of the dog.

To get down to business. We manufacture school furniture. Our dog doesn't wag his tail on the price question, but sits on his haunches and calmly confronts you with a condition, not a theory; the condition being that we are making the most improved, common sense and best constructed school desk on the market—a desk that is the outgrowth of twenty years study and thought and that has proved its superiority in actual use in almost every school district in the land. Quality and demonstrated superiority is the taking part of our dog and the wise buyer, as he sits on the fence

and considers the matter, concludes to beware of the dog whose tail attracts more attention than its body.

In some dogs the tail wags the dog. In many school desks, the price is "the whole thing," because there is no quality to talk about.

The tail or price end of such desks is the whole dog except the biting apparatus, which is sure to take hold of you later on.

Our desk is built on a different plan. The tail or price end is not much in evidence, the main part of our dog being the quality and long established superiority of our desk. Our dog doesn't wag his tail now and bite you when you get him home.

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"He is gentle, he is kind;
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That's our dog. There's something to him besides his tail. When you figure it all out, there isn't such an awful difference in the cost, and then there's the comfort of being assured that in pinning your faith to our dog that you'll never be bit.

Now, this is a good deal of a dog yarn, but let us assure you that if you contemplate the purchase of school furniture, it will pay you to carefully examine into the merits of our goods. Study their history and their record. The cost may be a trifle more, perhaps, than for inferior desks, but think of the bite of the dog.

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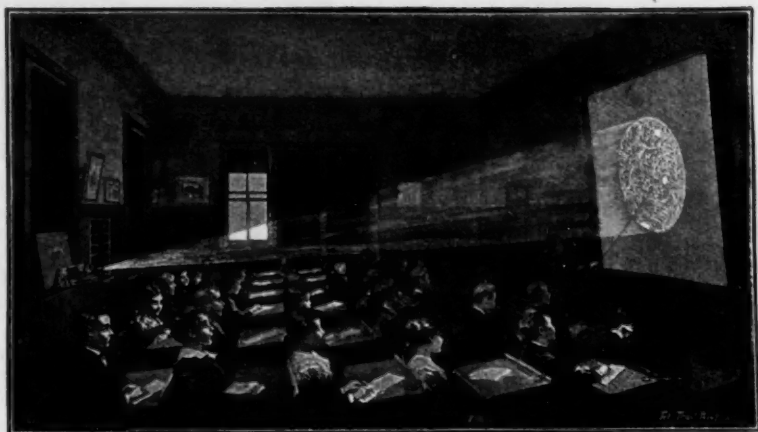
We do not wish to be regarded as dog-matic in the matter, but at the same time we wish to assert that we are making the best school furniture on earth. As for price,—oh well, that's the tail part of the dog.

Write us and we'll open your eyes. Of one thing you can rest assured—our dog doesn't bite.

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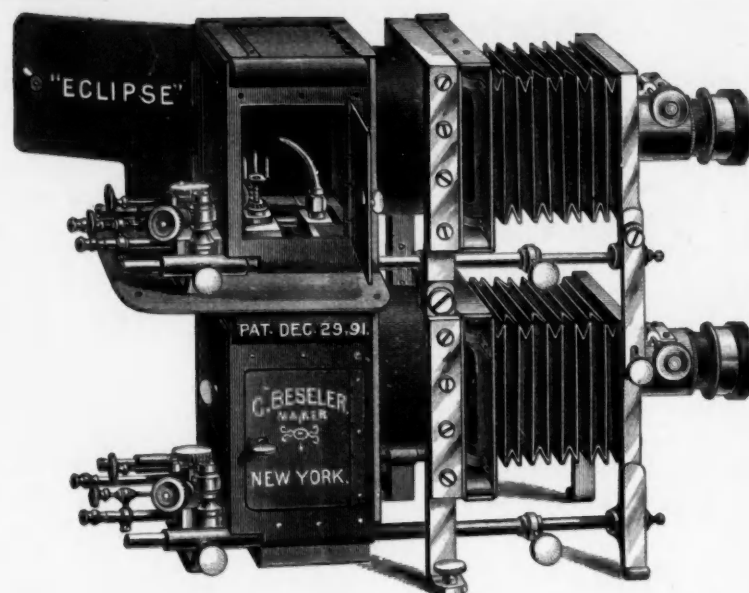
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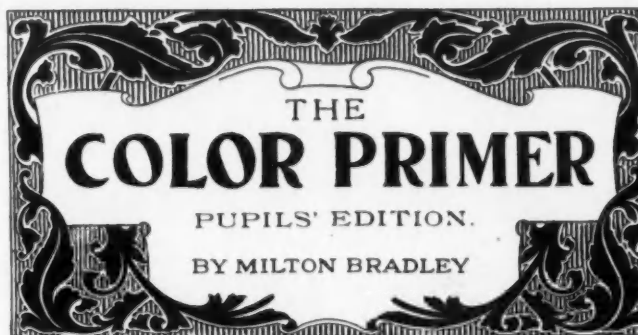
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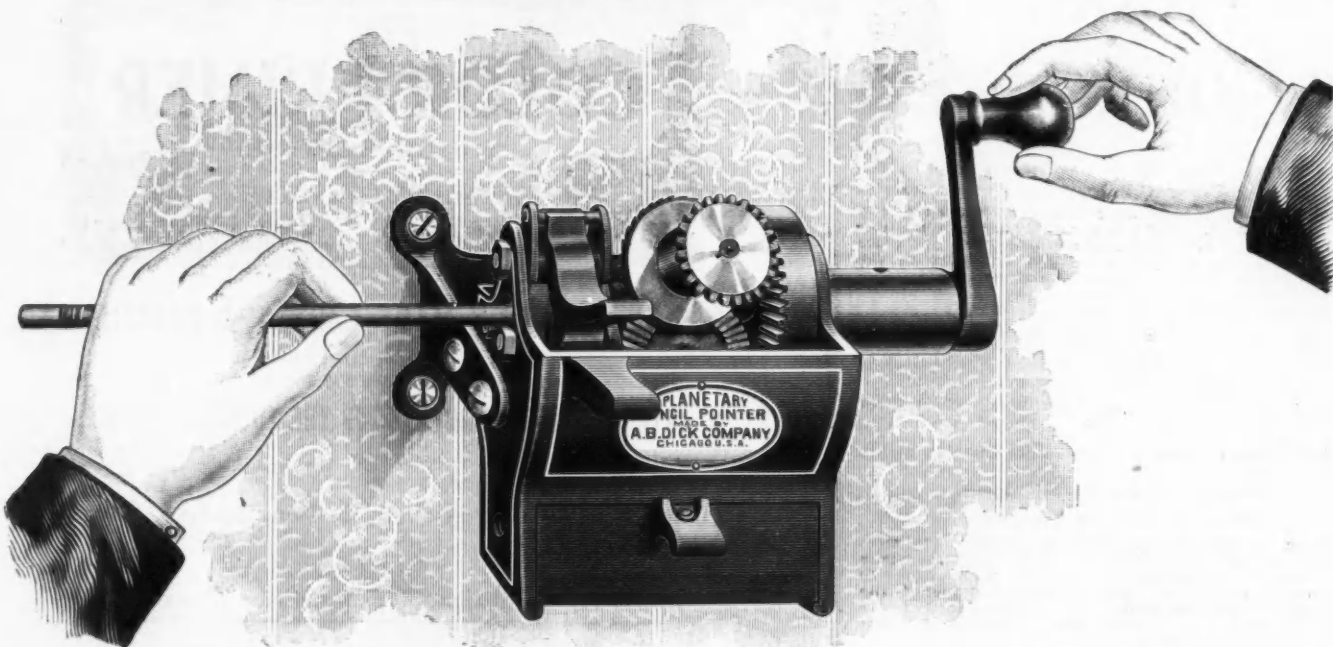
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School Board Journal

VOL. XVI. No. 4.

NEW YORK—CHICAGO, APRIL, 1898.

SUBSCRIPTION PRICE,
\$1.00 PER YEAR.

THE SCHOOL OF GREATER NEW YORK.



A. B. Poland E. J. Goodwin Wm. R. Maxwell John G. Wight Andrew S. Draper John T. Buchanan Calvin Patterson A. P. Marble John Jasper

FATHER KNICKERBOCKER DECIDES UPON A SUPERINTENDENT.

President Andrew Sloan Draper, of the University of Illinois, was elected Superintendent of Schools of Greater New York, but declined. The elevation of Superintendent Wm. R. Maxwell, of Brooklyn, to this high position has since been made.



Dramatist's Personae:

STEPHEN ELWOOD, Editor of the "Duty Horizon,"
HON. PETER WHITE, President of the school board,
MARGARET, his only daughter,
FRANKLIN ARNOLD, a reporter.

Scene—Interior of an editorial room.

Stephen: There! Another bombshell is ready. And why not fire it? Have I not labored for months to secure new school buildings, to get light and fresh air for the tender lives that dwell within the old huts? Article after article has been printed. And what success? None! And now let us turn our batteries on rank conservatism. The Whitechapel rookeries called school houses must come down; that grand collection of old moss backs who call themselves the school board, must step down and out, or mend their ways. I must proceed to personalities. It is my last resort. (Writes) A conceited old fossil,—that sounds a little strong, but it is apt—the president of the school board could clip his bonds with better credit to himself than to clip teachers' salaries. He is, to put it tersely, a conceited old man, whose vision is too limited for progressive action. Now, that will do for one day. The dignified old banker, school board president, and all-around leader of this good old town, will come off his high horse.

Enter Arnold.

Arnold (excited): The meeting down in Goose-town was a hot one. The honorable Peter made a rousing speech. He—he still sticks to the question of lower taxes, economical school administration, etc. Says the school houses were good enough when our own granddaddies were boys, and hence ought to be good enough for the present generation.

Stephen: Yes, yes; did he refer to me?

Arnold: Called you a young stripling who misrepresents the press, misinforms the public, never paid a dollar of school tax in his life, has no children at school, and never will have.

Stephen: Oh, the old scoundrel! Where's that editorial (searching among the papers on his desk)? I didn't make it half strong enough! Let's see, I called him an old conceited fossil. (writes) I will call him an old jackass; that's it.

Arnold: He also said that instead of trying to sit down on an honorable school board you ought to sit in a kindergarten class and learn to count little red apples—

Stephen: What! He dared to say that!

Arnold: Yes, he said you didn't know the difference between a spelling book and a Maltese cat.

Stephen: Oh! the villain, the blatherskite—where's that editorial? I cannot make it strong enough now! (writes) An old scoundrel who ought to be ridden out of town.

Arnold: Yes, and the worst of it was, he won great applause. His speech seemed to please everybody.

Stephen: What! Pleased everybody! Ridicule, abuse, bumcombe always catches the rabble. But the next issue of the "Horizon" must deal with him as he deserves. In a dignified yet forcible manner

we'll crush him and his conservatism. Write a report that will minimize his speech.

Arnold (aside): I wonder how I can do this and not abuse my chief. (aloud) Wouldn't it be better to suppress the whole speech?

Stephen: No, no. Just say that the Hon. Peter White made one of his tiresome harangues, villifying honorable people, obstructing the educational progress of our beautiful and growing city, and so on.

Arnold: How about the applause? Will I put it in?

Stephen: No, no; but first go to the Hilltown meeting, and see what the citizens' mass meeting is doing. (Exit.)

Enter Margaret.

Stephen: You here, and at this hour!

Margaret: Oh, Stephen, I could not remain. I just learned that papa has finally delivered his wicked speech—and he—

Stephen: Abused me to the Queen's taste.

Margaret: I am so sorry. But what have you done? Have you written another editorial?

Stephen: I have, and a strong one at that. You see me now in the robe of an educational reformer!

Margaret: But, please, do not attack poor papa.

Stephen: Attack poor papa! He is just now engaged in attacking your poor Stephen. It is not enough that he has refused to sanction our marriage. To-night he said I ought to be in a kindergarten and count little red apples! Does he believe that I possess no dignity; no feeling? Does he not see that I am striving in the right direction? Does not our growing community need new school houses? Look at our neighboring cities. Should he not, as our first citizen, set the pace for improvement, instead of stubbornly fighting all my efforts?

Margaret: But you know how positively set he is in his convictions. Nothing can move him.

Stephen: I am a sort of mountain myself.

Margaret: But you ought to yield. You are young; he is old.

Stephen: Yield? Never! Has he ever yielded to me in anything? Are we not obliged to meet clandestinely? Does he consider my feelings, or even yours?

Margaret: But in this contest he will defeat you. You know papa has the support of all the leading citizens.

Stephen: Not quite. Many good citizens believe I am right. Don't I believe it myself?

Margaret: But think of our future, Stephen!

Stephen: There, there Margaret; a good cause and a good fight can never end in a calamity.

Margaret: Don't oppose him, even if he is in the wrong. Submission and patience may win him over in the end. Let him imagine that he is right. Think of your Margaret—be prudent, Stephen, be prudent.

Stephen: Calm yourself, I will tone down the wording of my editorial, I will call him a well meaning, but misguided man.

Margaret: No, no; not as harsh as that.

Stephen: But I cannot praise him! His attitude—

Margaret: Say nothing. It is best. Please, Stephen, say nothing.

Stephen: And act cowardly! You would not ask it of me, Margaret. Your good father and I differ on a policy regarding the educational welfare of the city. I am committed to a progressive policy. To yield would indicate weakness; to surrender now would be dishonorable. You do not ask—

Margaret: No, I would not have you tarnish your honor. Stand your ground, and I will stand with you.

Stephen: Thanks, Margaret, you are a noble girl. (Looking out of the window.) What do I see! Talk about the angels and they hover about us.

Margaret: Who is coming?

Stephen: The Hon. Peter White, as sure as you are born, and he is coming this way.

Margaret: Great heavens, if papa finds me here.

Stephen: Let us hide behind this screen.

Enter Peter White.

White: Aha, this then is the den of the flighty young journalist. Looks deserted! Where can he be? Oh, if I had that young rascal here now I would choke him! (Inspecting the premises) No surplus furniture, no fineries—looks like a place for work and no play. I wonder if it is worth what I paid for it. The mortgage was not a large one, yet, hang me, if I don't think the game comes a little high after all. But it was the only way in which I could squelch that young rascal. Foreclose on him—and—and—but what in the devil will I do with a newspaper! What do I know about writing articles, running a printing press and getting advertising? Hello! What's that? (Picks up some writing from table.) "The Hon. Peter White is an old scoundrel who should be ridden out of town!" Oh, this is distracting! And he has had the audacity to seek Margaret's hand! Aha, I was level-headed when I forbade him my house. And that silly girl. How could she ever take up with a young upstart—of no standing—no ability. Here is the proof of his rascality. Where is he? where is he!

Stephen (emerging from the screen): Here I am, Mr. White, at your service.

White: So you have been writing this con-



An Important Consideration.

MISS PRIMARY:—Oh! I don't know what to do! Shall I accept the professor of mathematics or the professor of geography?

MISS GRAMMAR:—Accept the professor of geography. He will at least know how to plan a wedding trip.

founded stuff! This cursed libelous trash, which ought to send you to your everlasting ruin. Are you aware of the consequences, young man?

Stephen: I am.

White: Do you know that I will show you no mercy; no mercy, sir!

Stephen: I do not look for it.

White: Do you intend to print this contemptible rot?

Stephen: I do, most assuredly.

White: Oh, you reprobate; you young scalawag—

Stephen: Mr. White do not excite yourself—pray be seated—I do not recollect the pleasure of ever seeing you in my sanctum. What occasions this honor?

White (aside): Takes matters mighty cool. His sanctum! Confound his impudence! He doesn't know that this is *my* sanctum now, and that within twenty-four hours he will be out on the street!

Stephen: Now, Mr. White, if you will calm yourself, I will be glad to discuss a few matters with you. Look at that editorial once more and see what has been stricken out and what has been underlined. An hour ago I was as excited as you are now. I am myself again.

White: I am calm, young man; don't exasperate me! (aside) Why is he not excited? If he were I could—I could—recover my dignity once more. Blame me if he is not as cool as a refrigerator. (Aloud) Ahem, now then, I came on business. No waste of words.

Stephen: No waste of words. Proceed.

White: Proceed! Ah, yes, I came to notify you that I am now the possessor of your whole outfit.

Stephen: You bought the—

White: Exactly, I bought the mortgage, and I will squelch that infamous sheet of yours. Not another copy can be issued without *my* consent.

Stephen: Not so rapidly, Mr. White. The process of the law is at times exceedingly slow. I must, of course, contest your claim for the present. That will give me an opportunity to publish a few more issues in which I shall take occasion to further my cause.

White (aside): His cause! Presumably he will roast me to a finish before he quits. We will see.

Stephen: The school houses are old, badly ventilated, badly lighted, and a positive menace to the physical and mental welfare of the children, who are helpless, and cannot even make their claims known.

White: Children! Claims!

Stephen: The children have rights which we are bound to respect.

White (aside): How earnest and dignified this young sprig can be. Confound him, I rather like his boldness.

Stephen: The present generation is responsible for the education of the next. You owe these children an education—the best the community can afford. Your school houses should have plenty of light, air, and all the modern improvements in school house construction. Their physical as well as mental welfare deserves your attention.

White: You mean to say—



HON. R. C. BARRETT,
State Superintendent of Schools,
Iowa.

Stephen: I mean to say that even children have rights which you are bound to respect.

White: You preach a new gospel—

Stephen: Simply an old one in a new form.

White (aside): That sounds strange.

Stephen: Mr. White, listen. You would do harm to no man. You are honorable in all your dealings with men. Why be unfair with the child? Why continue an old rookery which makes pale faced children—denies them the light, the warmth, the fresh air to which they are entitled? Why not do for a child what you would do for a man? Here are the statements of ten physicians. Read them. I can add no more.

White (aside): By George, he talks like a statesman. I believe he is right, but I cannot admit this to him now. (Aloud) I came not to listen to your fine speeches. What about this mortgage?

Stephen: That mortgage is not due until next week.

White: Not due now! (Aside) I wonder if I did not make a mistake? Due week after Easter. Confound the fellow, I am half way between already. To-morrow is Easter and here I am trying to oust a young fellow out of all his possessions. Peter White, I believe you are an old fool! (Aloud) No matter, it is simply a question of a few days.

Stephen: A great deal can be achieved in that time. I shall continue to champion the cause of the pupil.

Enter Arnold.

Arnold: A victory for us! The residents on the hill have just closed the mass meeting. Approved the "Horizon's" battle for the schools, favored the new school houses, with all modern improvements.

Stephen: Good! good!

Margaret: Thank heaven! Stephen is vindicated.

White (aside): What do I hear? The hill residents against me? That settles my candidacy. I am defeated. Well, after all I am not sorry. This young rascal has my admiration. Has the nerve of a Napoleon.

Stephen: Now, Mr. White, it appears that the best sentiment of the city is against you.

White: Stephen, what was that sentence in your editorial?

Stephen (reading): The Hon. Peter White is an old scoundrel and ought to be driven out of town.

White: That's it; now print that in your issue. I will pay for it at your regular advertising rates. I surrender. Print that editorial, and call me an old jackass besides.

Margaret (emerging from the screen): No, no, Stephen, you must not. You dear, good papa. I knew you would do what was right in the end.

White: What? you here!

Margaret: Yes, father, I could not remain away from Stephen, while you were unjust to him.

White: There, my child, I trust you will forgive your old father.

Margaret: Don't scold yourself. You were simply mistaken. Stephen is so thoughtful, and he means to do just right.

White: Glad you came, my child. The young scamp deserves support. Henceforth he shall have mine. Stephen, step here; you waged a good battle and won fairly. Take this mortgage; it burns my pockets. And I suppose I will have to give you this treasure also. But take her with my blessings. We shall have a new school house, and it shall be modern from pit to dome. May my grandchildren enjoy its blessings!

Stephen and Margaret: And remember "The School House Issue."

Curtain.

NEW RULES AND REGULATIONS.

Iron Mountain Wis. The board of education decided that many of the teachers were giving too much attention to affairs in society and in order to remedy the growing evil, decided to call a halt in the adoption of the following resolution: "That all teachers be and are hereby required to refrain from attending dances, parties and other social entertainments held upon evenings preceding days upon which school is to be in session."

Baltimore. The books of pupils who have suffered from diphtheria, scarlet fever and similar diseases, will be burned hereafter. An order to that effect has been issued by the school board.

Albany, N. Y. The rating of the pupils of the high school will hereafter be determined by examination only. There will be no marking for recitations, no marking for the daily perfection of written exercises.

Jersey City, N. J. Any member of the board of education who receives and opens bids in secret makes himself liable to a fine of \$250, and for a second offense of the same kind incurs the risk of a second fine of the same amount and imprisonment for a term of anywhere from three months to one year. The law provides that all bids shall be opened in public meeting and that the bids be announced in the presence of the persons bidding or their agents, provided the bidders choose to be present. The law also provides that no bids shall be received before or after the hour fixed for receiving and opening the bids.

Baltimore, Ind. A resolution adopted prohibits the solicitation of money from pupils.



HOW SOME GIRLS WORK THEIR WAY THROUGH THE UNIVERSITY OF CHICAGO.

Defamation of Character.

"Build up your own character all you can, but never by pulling down the character of others," is a pretty good maxim to remember.

Prof. George A. Gates, of Iowa College, when he was engaged in compiling his pamphlet "A Foe to American Schools," evidently forgot for the time being the broad-gauged and Christian-like spirit embraced in the above quotation. When he induced H. W. Gleason, of the Kingdom Publishing Company, of Minneapolis, Minnesota, to publish the pamphlet and endeavor to make a market for it through channels known to be antagonistic and competitive to the American Book Company, he made a tool of him; a scapegoat who must now realize a painful humiliation.

It is not beyond the possibilities of human sentiment that publisher Gleason deserves some sympathy, but nevertheless it is a matter of considerable astonishment that a professed Christian, publishing a professed Christian paper, would undertake to blacken the character and reputation of so fine and honorable a class of men as are connected with the management of the American Book Company, from the President down.

It may at the same time be a mooted question as to how much sympathy should be extended to President Gates, for it is possible that he was also made the tool of designing men, who thought to give competitors in business a crushing blow by having this pamphlet issued under the auspices of a prominent College President, and the publisher of a Christian paper. Apparently it was thought and believed that this means of distributing a tirade of false charges, embodying bribery and corruption, would reach a class of readers in whom a prejudice might be established that would seriously affect the business of a great publishing Company, whose books are known and used in every county of the United States because of their deserving educational merit.

It must have been a matter of much chagrin, not only to the competitors of the American Book Co., who made tools of President Gates and Publisher Gleason, but to those two latter individuals as well, when the jury in the recent trial at Minneapolis, Minn., in the case of the American Book Co., vs. the Kingdom Publishing Co., brought in a verdict of libel along with an award to the American Book Co. for punitive damages to a substantial amount.

The real "Foe to American Schools" consisted of the persons who instigated, compiled, and published this libelous pamphlet. Within its pages it stated in substance that the books of the American Book Co. were used in ninety per cent. of the public schools of the United States. At the same time, it proclaimed that the methods employed by the American Book Co. were fraught with bribery and corruption. If this were true, then the teachers and school officers of the United States who adopted this ninety per cent. of the text-books used in the public schools of our country were corrupt, and unfit to occupy their positions as teachers and educators of the youth entrusted to their care.

We congratulate the educators of the country generally that the verdict of the jury in the Minneapolis case absolved them from the disgraceful charges set forth in the aforesaid pamphlet. It was proven that the charges were false and libelous, and that they were fabricated by the agents of firms competing with the American Book Co. It was also proven that immediately upon the publication of the pamphlet, large numbers were sent to some of these competing firms or their agents. These people evidently gave little thought or consideration to the fact that in disseminating this sort of literature they were blackening the character of school teachers and members of school boards throughout the whole country.

Whatever prejudice this pamphlet may have temporarily aroused in the minds of its readers will react tenfold against its projectors now that the

true object of its issue has been developed in the trial at Minneapolis.

The men who founded the greatest school book publishing house in America, and whose money, brains and lives were devoted to establishing and maintaining the best school and college text-books that were ever produced in any country left, their reputations in good hands when their children and junior firm members who succeeded them undertook the responsibility of continuing the high order of educational product and business standing they enjoyed during their lives. The names of Appleton, Barnes, Bragg, Harper, Ivison and Van Antwerp, will, for many long years to come, live in the minds of the American public as the founders of the high standard of school and college text-books known to every man, woman and child of the present generation.

The authors of these good books have done their work and left such records as their posterity may well be proud of, and their influence is still being felt in the public schools of our country. Many of our best authors of school text-books are still living, and in most cases are connected with some prominent educational institution and it is to the successors of the founders above named that they look for a proper maintenance of their works, which can only be accomplished through the means of capital and honorable business methods.

In continuing this work, the school book agent is a necessary adjunct, and generally he is found to be of bright intellect and clever ways. The true, useful and upright book agent will present his books in an intelligent manner, and show up their good qualities and superior merits in a way that is not only interesting and instructive to the listener, but impresses upon him the advantages that may be gained by using the books in the schools under his charge, be he teacher or school director. If an occasional mis-step is made by a book agent through ignorance or an over-zealous desire to accomplish certain results, it may be set down as a fact that his employers would never commend or authorize such acts.

Rival houses, however, who pick up mistakes of this sort and use them as arguments why their books should be introduced, are undertaking a very questionable if not dishonorable means of gaining favor. Every time an agent presents to a teacher or board member a story calculated to create prejudice against the work of his competitor, he is simply making his own calling lower and less commendable to all with whom he associates, and it is at such moments that he should recall the maxim: "Build up your own character all you can, but never by pulling down the character of others."

TEXT BOOK NEWS.

Des Moines, Ia. A bill introduced in the legislature provides for uniform school text-books. Three commissioners, the bill proposes, shall be appointed by the Governor to act with the superintendent of public instruction and the commissioner of labor as a school text-book committee. The commission shall advertise for bids for a uniform system of school books, for manuscripts, and for the compilation of new books. In case manuscripts are accepted the commission shall have the right to advertise for and award bids for printing and publishing.

Depere, Wis. The East side board of education has adopted the free text-book system.

A bill is pending in the Iowa legislature requiring school boards to purchase books for school libraries.

Sioux City, Ia. School Director F. C. Hills does not believe in erecting an insurmountable wall about the state as regards the purchase of school books any more than he would keep persons and companies dealing in other commodities outside of the state.

Maquoketa, Ia. The board of education has purchased a set of the American Encyclopedic dictionaries.

Newport, Ky. The board of education is of one mind in declaring that the educational bill for state uniformity in school books is bad legislation. The members are making a vigorous fight against the bill and doing all in their power to prevent its passage.

Covington, Ky. The members of the board of education have decreed that the appointment of a state school board commission would be a slur upon the ability of the school board to select books.

Dubuque, Ia. Board of education has adopted a resolution declaring opposition to uniformity of text-books in Iowa and for the publication of the same within the state, either by contract with publishers or by compilation and publication under the auspices of the state.

Traverse City, Mich. The board of education has voted to favor the introduction of the free text-book system and to submit the proposition to the people.

Hampton, Ia. The school board is opposed to state uniformity in school books.

Des Moines, Ia. The senate committee on schools reported for indefinite postponement a resolution providing for an investigation as to the feasibility of having school text-books made at the state penitentiaries.

Stevens Point, Wis. The board has purchased a set of the Chicago Record Encyclopedia Britannica.

Salt Lake City, Utah. The school board was temporarily enjoined from entering into a contract with Ginn & Co., publishers, for 1,250 copies of Frye's geography.

Charles F. Dole, the author of that admirable work on civil government, "The American Citizen," is one of Boston's ablest preachers and is distinguished for his prominence in all good movements and as a writer on social and educational subjects.

Cleveland, O. The city has on hand upwards of \$20,000 worth of text-books for indigent pupils.

Louisville, Ky. The Teachers' Association of the Fourth congressional district has adopted a resolution favoring state printing of all text-books adopted for use in the common schools.

John W. Cook, president of the state normal school of Illinois, is an earnest advocate of the free text-book system.

Atlanta, Ga. A law passed by the legislature provides that counties may contract with publishers or merchants for school books, to be furnished the pupils at actual cost.

Buffalo, N. Y. In the annual report of the superintendent of schools it says: "The free book system adopted by the city has been of great benefit. It has brought hundreds of children into our schools whose parents otherwise could not have afforded the expense. The furnishing of paper and pads which are required is quite a severe tax, and with a family of five or six children means an expenditure of from six to eight dollars a year. If this material were furnished by the city the amount paid would be much less than now, for the cost to parents is over \$50,000 a year. The city could buy and furnish what is required for less than \$10,000."

Detroit. The board has refused to allow the normal school \$25 with which to subscribe for educational periodicals for the reading room.

The National Committee of the G. A. R. on school histories did not endorse any history in their report to the last national encampment held at Buffalo, but the report expresses the opinion that some of the recent published ones show an advance in their treatment of the civil war. The statement that Prof. McMaster wrote his history at the dictation or under the direction of the G. A. R. has had wide publication and does the eminent historian great injustice.

Jamestown, N. Y. The Prang Educational Company's drawing books are used in the schools.

Binghamton, N. Y. Text-books purchased from Silver, Burdett & Co., Maynard, Merrill & Co., Potter & Putman, Houghton, Mifflin & Co., American Book Co., and Prang Educational Co.

San Francisco, Cal. The Prang system of drawing is being used in the schools.



REV. C. G. BURNHAM,
Chairman School Committee,
Chicopee, Mass.

Eau Claire, Wis. Messrs. Tupper and Sweet, representing Harper Bros., recently addressed the board of education in the interest of Charles Dudley Warner's great work, "Library of the World's Best Literature."

The California system of vertical penmanship has been bought out by the H. S. Crocker Co., of

San Francisco. Mrs. Isabella Rodgers is the author.

Grand Rapids, Mich. The board of education has purchased a large quantity of Harper's reading series, and also Todd-Powell reading series.

New York City. Mrs. Rebecca D. Rickoff, a well known author of school books, died on Jan. 10. Mrs. Rickoff was the wife of Dr. Andrew J. Rickoff, a well known educator. In collaboration with her husband and Dr. William T. Harris, the present United States commissioner of education, she published the Appleton series of readers, being the author of Appleton's charts, chart primers and first and second readers.

Des Moines, Ia. The typographical union has adopted resolutions favoring a law making the printing and binding of school books a feature of Iowa labor.

The Morse Company, publishers, of 96 Fifth avenue, New York, with branch offices in Boston and Chicago, have, during the past few years, gained for themselves very enviable degree of prominence among progressive educators east and west, on account of the high character and modern treatment of the books thus far published, some of which have made a marked success; and the fact that they have associated with them as authors some of the brightest educators of national reputation.

It is reported to be contrary to the policy of this Company to buy any old plates, or to develop other than the best advanced ideas.

The business is conducted in an energetic but dignified manner in accordance with the motto of their trade mark, *Vincit Virtus*, "By Merit we Conquer," so that they have request of competitors as well as friends.

The managing head of The Morse Company is Jerome E. Morse, vice-president and treasurer, whose likeness is shown in this issue. He was born in Massachusetts, some fifty years ago, and was prepared to enter Harvard University, in 1862, when his father, who was a general in the Union army, being in Washington, was offered by President Lincoln an appointment at large for the United States Naval Academy. With only twenty-four hours' notice he presented himself at the naval academy for examination, and was entered as a midshipman in a class of two hundred and seventy.

He graduated with seventy-five of his class in 1866, and at once entered active service in the navy on foreign stations, being promoted soon afterward to ensign, master, and lieutenant—the latter corresponding with captain in the army.

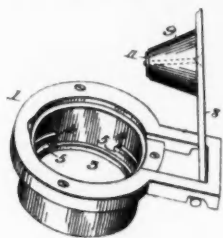
After many years in active service, during which time he visited nearly every part of the world, covering, on his last cruise of two years, about fifty-two thousand miles, he was placed on the retired list of the navy with the rank of lieutenant, on account of defective eyesight.

For the past fifteen years he has been a director and officer in many important corporations in New York, some of which have been eminently successful under his direction. He has taken a lively interest in modern educational work and has been trustee in the Adelphi College, Brooklyn, for several years. He is a member of many prominent clubs, and counts among his friends many of the most prominent financial men of New York, some of whom are associated with him in this enterprise, so that this Company evidently has a bright future before them.

RECENT PATENTS

ON SCHOOL SUPPLIES AND EQUIPMENT.

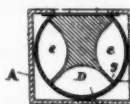
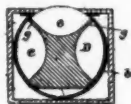
INK-WELL. Richard M. Killion, Rosedale, Kas., and Edward M. Perdue, Kansas City, Mo.



The combination of an ink-well casing having a continuous flange or shoulder 3, and shorter flanges or shoulder 4, 4, inclosing ways or slots 5, 5, with a bottle having flanges or shoulders 6, 6, communicating with said ways or slots.

PEN AND PENCIL-BOX. Joseph Hudert, Baltimore.

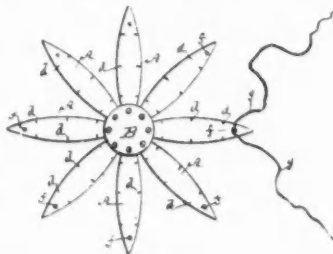
The combination of a box having an opening at the top side and an interior chamber that in cross-section is circular or round except where it opens at the top side; and a body within said chamber which is revoluble therein and has a plural number of compartments which are formed by radial longitudinal divisions whose outer edges sweep around in close proximity to the circular wall of said chamber, and said body having between two compartments a closing-face, which, when the revoluble body is in one position, closes all the compartments and also closes the top opening in the box.



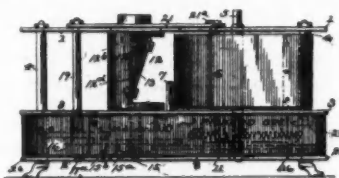
when the revoluble body is in one position, closes all the compartments and also closes the top opening in the box.

GEOMETRICAL BLOCK. Albert Cowles, Des Moines, Ia., assignor to H. A. Shanklin and J. W. Lamb, Toledo, Ia., and L. M. Seeley, of Iowa.

A flexible cover consisting of sections A having incisions d in their edges, in combination with pyramidal blocks, and a circular flexible pieces B, for the purposes stated above.

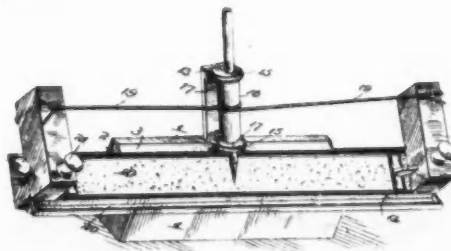


PENCIL-SHARPENER. Jas. H. Love, Meadville, Pa.



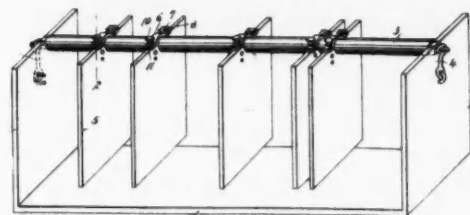
In a device as described, the combination with the frame, the spring-operated by such mechanism, of detents for holding the operating mechanism inoperative, a pencil-guide held over the cutter devices, having stops to engage the detents, said guides comprising pivoted arms, adapted to spread apart as the pencil is pushed therebetween, whereby to release the detents, as specified.

PENCIL-SHARPENER. Sylvester D. Lincoln, Elvaston, Ill.



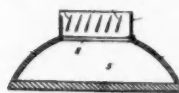
The combination with a rigid supporting-base and a reciprocating and unyielding slide thereon having an abrading-surface, of a rotary pencil-holder having a hinged relation to said base and slide, and a flexible connection between the slide and holder whereby the latter is actuated by the former, substantially as described.

DOCUMENT-FILE. Richard C. Derby, Newport, R. I.



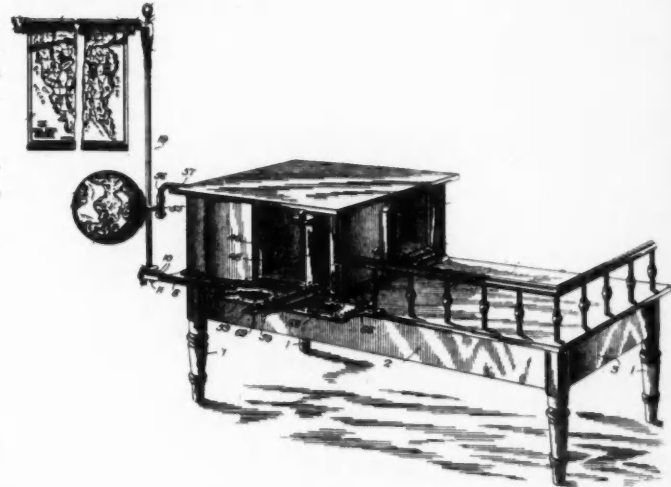
A document-file, comprising a base, a rod extended above said base and longitudinally thereof, there being a space between the lower end of said partition and the base, and means for clamping and rigidly holding the partition in its adjusted position on the rod.

PENCIL-SHARPENER. Chas. W. Hare, Ashland, Wis.



A pencil-sharpener, comprising a base receptacle, provided with a hinged neck, said neck being provided with a plurality of transverse blades which are set therein, all of said blades being held at an angle to the vertical center of the neck, substantially as shown and described.

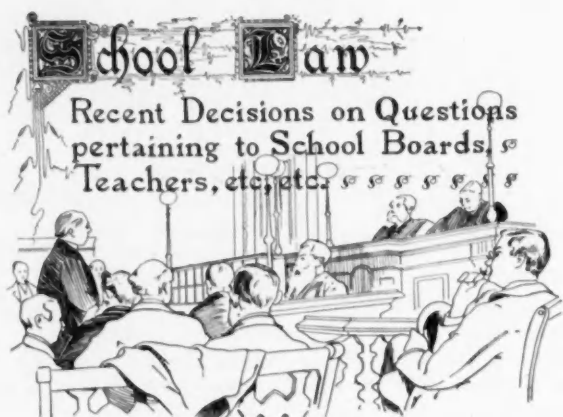
EDUCATIONAL APPARATUS FOR TEACHERS. Matthew M. Parr, Knowlton, Ia.



In an educational apparatus, a folding map-holder comprising a sliding horizontal supporting-bar provided with spaced ears having grooves on their inner faces, a pin journaled to turn in said ears and having a slot adapted to register with said grooves, a flat bar slidably supported in said slot and having lugs on its sides adapted to engage said grooves to lock the pin against turning and hold the bar in a vertical position, and to be seated in said slot to permit the pin to turn axially to bring the bar to a horizontal position, a stand-rd carried by the said bar, map-supporting rods hinged to the standard, and means to detachably lock the said rods in a horizontal plane.

The American Warming and Ventilating Co., of Chicago, and Kansas City, Mo., have in press a catalogue which will be ready for distribution in a few days. It will contain about fifty pages, each page illustrated by a half-tone cut of a building containing the system and apparatus sold and introduced by the publishers. It will contain a partial list of buildings in which they have recently introduced work, and numerous testimonials from architects, boards of education, and other customers. The book in question is not an associated catalogue of kindred offices—it treats only of the territory in which, under certain patents and agreements the company does business, and refers only to the work of those who issue it. This company has executed during the past year well on towards a hundred contracts for heating and sanitary apparatus in school houses and churches, and has many others under way.

Those who are interested can obtain a copy by addressing the American Warming and Ventilating Co., Chicago, or Lewis & Kitchen, corner Ninth and Broadway, Kansas City, Mo.



School Law Recent Decisions on Questions pertaining to School Boards, Teachers, etc., etc.

As the law declares that the permanent school fund shall forever remain inviolate and intact, and all interest thereon shall be expended in the maintenance of the schools of the state, the legislature cannot, either directly or indirectly, divert either principal or interest to any other purpose. *State v. Fitzpatrick, Idaho.*

Under the law which is part of the common school law, providing that "this law is not to affect or repeal the charter or amendments thereto of any city or town, in so far as the charter or amendment relates to the public schools of the cities or towns," the provisions of special charters of towns and cities, governing the conduct of public schools, in force prior to the enactment of general charters, continue in force, in the absence of any provision on that subject in the general charters applicable to such towns or cities. *Roberts v. Clay City, Ky.*

Creating School Districts.

In the formation of a union school district which requires petitions by two-thirds of the legal voters residing within the boundary of the proposed district, a man who is a legal voter of the township, election district, and school district in which he resides, and who, at the time the petitions are filed, resides within the boundary of the proposed new district, although he moved there only nine days previously, is a legal voter, to be counted in determining the number of petitioners necessary to give the boards jurisdiction to act. *People v. Simpson, Illinois.*

School Officers.

The courts cannot interfere with school directors merely because they exercise their unquestionable powers unwisely. *Richards v. Joyce, Pa.*

The court will not interfere with the discretion of the board of school directors, except in cases of gross abuse of such discretion. *Fritchey v. School Directors Borough of Huntingdon, Pa.*

School District Liabilities.

A second trustee is not authorized to buy "reading circle library and cases," authorizing trustees to "provide suitable houses, furniture, apparatus, and other articles and educational appliances necessary" for schools; and a warrant stating that it was given for such articles is void on its face. *First Nat. Bank v. Osborne, Ind.*

Where a school warrant is void on its face, the trustee issuing it is not personally liable to a purchaser of it, who buys on the representation of the trustee that it "is all right;" the trust knowing that it is void. *First Nat. Bank v. Osborne, Ind.*

School orders were sent for collection to a bank, the owner of which was treasurer of the school district, and had the money of the district on deposit in the bank, "sufficient to pay the orders." He stamped the orders "Paid," entered the payment on the treasurer's book, and also on the collection register of the bank, and delivered the orders, as canceled, to the clerk of the district. Held, sufficient to support a special finding that the orders were paid by the treasurer to the bank. *Globe Furniture Co. v. School Dist., Kas.*

Teacher's Contracts.

A memorandum entered upon the minute book of a city council recited the election of plaintiff as assistant teacher of the public school at a meeting

called for that purpose, and that "on motion it was declared that the principal receive \$55 per month, and assistant \$45, and this appointment is recommended." The minutes containing this resolution were never signed by the mayor, or attested by the secretary or clerk. Held, that as there was never any acceptance, either by plaintiff or the principal teacher, of the position embodied in the memorandum, there was no contract of employment. *Roberts v. Clay City, Ky.*

New Rules and Regulations.

Wichita, Kan. The school board has decided that the high school graduating class must deliver three minute orations before receiving diplomas.

Algona, Ia. The board has adopted a rule providing that treats by teachers, in the form of cakes, candy, etc., on thanksgiving, Christmas and similar occasions be dispensed with in the future. Another rule adopted prohibits the taking of collections among the pupils except under the direction or consent of the president of the board.

Indianapolis, Ind. The prosecution and acquittal of a teacher for punishing a pupil in the schools accidentally developed that there is an old statute, passed by the legislature several decades ago, requiring that incorrigible pupils must be paddled or else expelled from school, the paddling to be by the consent of the guardian or parent and administered by the teacher. The school board has ordered observance of this statute in emergency cases.

Chicago. It is learned from the proceedings of the board of education that the public school houses in the city are scrubbed out but twice a year.

Hartford, Mass. The severe whippings of boys in some of the schools have become so common that the prosecuting attorney has notified the school committee that something must be done to curb the zeal of the teachers concerned, or the laws will be rigidly enforced.

Omaha, Neb. A rule adopted by the board empowers the superintendent to assign teachers without the approval of the boards committee on teachers. Another important provision made is that neither the board nor any committee can elect or assign any teacher without a certificate or who has not been recommended by the superintendent.

Jefferson, O. The board has passed a resolution requiring all candidates for graduation from the high school to pass a teacher's common school examination.

Rossville, Ill. The board of education has issued an order that no more football can be played on the school grounds by the students.

A school board in Illinois prohibits the teachers in its employ from playing cinch, contending it to be sinful.

New Haven, Conn. With the exception of the superintendent, principals and teachers, all employees of the department of education hereafter appointed will have to pass a civil service examination.

Detroit, Mich. A resolution passed by the board provides that when pupils reach their twentieth birthday they shall no longer be entitled to school privileges.

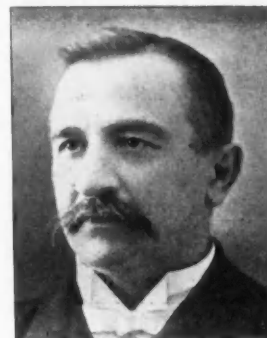
Akron, O. The board of education has forbidden pupils in the public schools to sing the popular song "There'll Be a Hot Time in The Old Town To-night."

Alexandria, Va. The school board has decided to have no Bible reading in the public schools.

Washington, D. C. The school trustees have adopted a resolution to govern football. The same provides that no pupil can play without the written consent of his parents; that each team shall be under the control of some one appointed by the faculty, who is to pass upon the physical condition and the clothing of the players, and without whose consent no games shall be played.

Milwaukee, Wis. The school board proposes to adopt a rule that no married woman shall teach.

Philadelphia. The following rule governing the transfers of pupils has been established: A pupil in good standing in any school shall be given transfer by the principal to the school of the same grade nearest to the residence of such pupil, in which he or she can be properly accommodated, when such transfer is requested by the parent or guardian of such child.



REV. J. H. VINCENT,
Chairman School Board,
Peterboro, N. H.

La Crosse, Wis. The board of education has established a rule not to employ married women as teachers in the public schools.

Bowling Green, O. Applicants to teachers examinations are required to furnish certificates of good moral character, unless personally known to the examiners.

The cities of Dayton, Youngstown, and Springfield, Ohio, have adopted a new system of grading the pupils in the public schools. By it the scholars are placed in three classes, each one of which is advanced as rapidly as it is capable. The first class may complete the ten months' course in eight months, and for the remaining two months of the term will then be given the work of the succeeding year. This system does away with all failure at the end of the year and the pupils do not have to go over a whole year's work because of a delinquency in one or two studies.

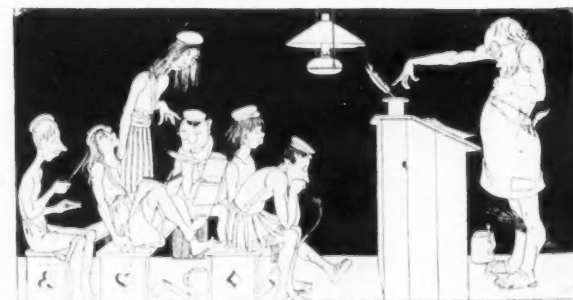
Owatonna, Minn. A rule of the board provides that students in country or village schools who may desire to be examined for admission to the high school shall have questions furnished them from the high school upon request of the teacher or principal of their respective schools, who shall be empowered to give the examinations and forward the papers to Owatonna for reading. Provided teachers to whom such examinations are furnished will certify that the examinations have been conducted fairly and that the questions were not opened before time to begin the examinations. But such students who live near enough to Owatonna to take the examinations in the high school at the appointed time of holding them, may do so, if desirable.

Brenham, Tex. A resolution adopted by the board reads to the effect that any woman teachers employed in the public schools would, by getting married, forfeit her position.

Chicago. There is no rule to bar married women or men of school age from attending the public schools.

Victoria, B. C. The board of school trustees has adopted a resolution declaring that hereafter when corporal punishment is deemed necessary, the same shall not be administered until the school shall have been dismissed.

Claysville, Pa. The board has refused the use of the school house for meetings of a literary character.



SOCRATES: Why does the mercury rise when the thermometer is placed in hot water?

STUDENT: To get away from the uncomfortable heat.

"Duty and Function of a Board Relative to the Construction of School Houses."

READ BEFORE THE ILLINOIS STATE CONVENTION OF SCHOOL BOARDS.

(Edmund S. Dewey, of Cairo, Ill.)

In thinking what I should say upon this subject, the first thought that came to me was, "What are boards of education, by whom created, and their duties?" I answer, "boards are the creatures of statutory law, giving the people of cities and towns with 1,000 or more population the right to elect boards of education, in place of school directors, and enlarging the powers of boards over those of directors."

In consequence of this law, the duties and functions of the board are greater in proportion as the demand for school facilities is increased. In cities and towns where the board is authorized, the demand for more buildings, teachers and appliances is a necessary consequence. The duty of the board is to furnish these buildings, teachers, and appliances, the former after submission to a vote of the people. This brings me to say that great care should be exercised in the selection of individuals for these places, selecting only those who are competent to judge as to the wants and adaptability of buildings and furnishings, as well as the qualifications and fitness of teachers for the places they are to fill. I ask the question: "Are we doing this?" We have been taught that the child has three elements in his or her nature to educate, the body, the mind, and soul, or, as we commonly express it, physical, mental or moral, or religious nature; these all three educated equally make a perfect manhood and womanhood. In the mental we have been crowding for the past twenty years to an abnormal degree, but what have we done in the line of physical development, foot-ball and rowing matches; and what of the moral training, betting on foot-ball and rowing matches? Do not all see, that we are to-day educating our children in one-third only of their normal being? In the Vision of St. John, wherein he saw the New Jerusalem, and measured the walls of it, he found "the length and the breadth and the height of it are equal," signifying the perfection and glory of its construction. We have been educating in length but not in breadth and height. You follow the crack between the boards in this floor, from one end of this room to the other, and so narrow you can hardly trace it, and yet you have length, or the first of these elements, mental culture; you turn and measure the room from side to side at right angles to the length, and you have breadth, or physical culture, and these two form a plane surface; but when you add to these, height, or moral culture, you have a perfect room, or cube, and a perfect manhood and womanhood.

Some one exclaims what has this to do with the subject of this paper? I answer, it has everything to do with it. First find out your disease, then apply your remedy. We have spent money lavishly in the past in erecting school buildings and in furnishing them, but have we done so wisely; and for the best interest of all concerned? Now, I might as well say right here, that there is undoubtedly a feeling existing that we have not done so in the past; and I wish further to declare that the school of the future is the "Manual Training School" in which the pupils receive training in at least two of the elements necessary. By being employed physically as well as mentally they have little time for idleness, which is said to be the "Mother of Mischief;" and they do not retrograde in the progress made in the third, or moral element.

In the construction of our new high school building in the process of erection at the present time at Cairo, we first made up our minds as to what we wanted, the number and character of the rooms, for what each room was to be used, the character of material to be put in the building, the manner of heating, ventilation, etc.

When this was all arranged, we had printed slips struck off and mailed them to about thirty architects, asking them to give us the best results in arrangement, light, etc. As a result, we had twenty-four plans submitted, from which to select the one in our opinion the best. These architects were among the best school architects in the country. Thus far we had no trouble in securing plans, except to bring the plans within the means at our disposal, which we finally did, and have the building under way, and we will occupy it before another school year. In the plan of this building, some of our board had in view the idea of a manual training or industrial school.

We have a well lighted basement nine feet in height, divided into rooms by the brick walls, rising to the top of the first story. In the first room, as you enter the basement, you can see a forge, anvil, and lathe for iron work. You see the teacher, as he applies the lighted match to the coal in the forge, as he describes to those present, the theory of combustion, what gases are required to make a perfect combustion. If charcoal is used, or if bituminous coal, what elements are found, this becoming a practical lesson to the class in chemistry and physics. By this time the coal is sufficiently ignited, the teacher takes a piece of iron, measures it, the class make a note of the exact length, the iron is placed in the fire, the teacher then explains the theory of expansion by heat and contraction by cold; at this stage the iron is at a red heat, and it is taken from the fire and again measured, and the expansion recorded. From this piece of iron or one similar, the class will soon learn to construct some appliance needed in the chemical, physical or biological laboratory.

In another room you enter, you see wood-working appliances, a kit of carpenter's tools, work bench, and a wood lathe, here you see the teacher and class drawing the plans for a house, or some other building, they are also making estimates of the material to enter into the construction of the building. You will see the teacher explaining how to cut rafters for a quarter, third or half pitch to the roof, how to build window frames, and, in fact, the whole theory of building is illustrated and made plain to the student.

As we must hasten for this twenty-five minute paper, let us pass to the other side of the building. As you enter the room, your attention will be attracted by a neatly dressed teacher with white apron and cap, and her class of girls around her; you will also discover a cook stove in place, at another point a sink with its water privileges, still at another a kitchen table; by which time you will discover that you are in a veritable kitchen, in which our children are being taught the art of cooking. In visiting the World's Fair in 1893, who did not attend (and some many times) the lectures and exemplification of cooking, as given by Mrs. Rorer, and did not go away feeling that cooking was a science, and a science which even our good mothers did not understand? How much of our food is thrown together without any regard to the scientific elements of which it is composed; and this may be remedied in a great measure by the girls taking these cooking lessons in connection with their science work, making the scholarship practical; and with what interest they will enter into these branches so taught.

In another room as you enter you behold a sewing machine, and a cutting table, at first the class is taught the measurement and laying out of work by using paper in place of cloth; but here, as in the cooking room, you find a teacher competent to give them instruction as to the construction of their wardrobe. How many of our lady friends, if their garments do not fit, can tell why and where they do not. Supposing our daughters do not take up cooking or dressmaking as a livelihood, and our boys blacksmithing or carpenter work, are they not better fitted to know what is being done by those whom they employ, and better judges of work done; but let me say right here that we have been

educating a kid glove gentry by our system. The farmer boy is sent to school by a parent who feels that he can afford to give his boy a better education than he himself had, but when that boy emerges from the school, he has formed habits and tastes that make farming distasteful to him, and he looks around for some occupation other than that of the "horny handed sons of toil," and the probability is you will find him plodding in the direction of an already overcrowded profession, that of law, medicine, or preacher of the Gospel, or perhaps behind the counter dispensing ribbons at \$40 a month. Now, it strikes me that with our manual training school we can make work such a pleasure, as to allure our boys and girls into the belief that even work of the hands coupled with brain work is as honorable as that of the profession or selling ribbons behind the counter.

In this manual training school our boys and girls will find the direction and tastes for which they are specially adapted, which under our present system they do not often find until after leaving the school, if they do then. When these boys and girls realize that skilled workmen are always in demand, and fit themselves by their education for whatever is in demand in the way of skilled labor, then much of the labor troubles disturbing our land to-day will have been overcome. Where are we to-day? If you need any amount of skilled labor, you must go to the old countries, where education has been more practical, to get it, not that our boys and girls are not as bright and intelligent as those of foreign countries, but because of our system of education.

Now as boards of education I feel that we ought to take an advance position in this matter, and in the construction and furnishing of our school buildings, keep in view the main object of education, and its effect upon the future of this country.

I hear some one ask the question, "Where are we to get the teachers for these manual training departments?" I answer, "you create a demand for such teachers and they will appear;" and I might say now that I take this opportunity to notify our state normal and training schools that the demand is coming, in fact is here, and if they intend to supply the demand, the sooner they get to work training such teachers the better. In the line of boys work, I think the university of Illinois is doing better than any other of our institutions in the state, in so far as my observation is concerned.

The mechanical and engineering departments of this institution are well equipped with apparatus for developing the tastes of the students in the line of skilled labor, and in a manner the high school can inspire her students with so much love for work in the lines I have mentioned, as that they will follow some occupation better fitted for them than the professions now so overcrowded. And fellow members of boards of education, let us step to the front, and when we go home from this meeting commence an improvement, if it be but in a small way by furnishing our schools some appliances and then adding to them year by year so that the expense may not be burdensome.

When you think of expense, consider how much money is spent each year in repairs of buildings, that could be done by the students, particularly in the higher classes, who have been in training for two or three years, and then consider the benefit to the student.

I may not be considered egotistical if I say that the practical element of teaching has been a hobby with me for many years, and in the education of my own children I have, in a considerable degree, followed out my ideas in their education, and I am confident the result has been highly beneficial to them in preparing them to step out into the active duties of life in the lines they have chosen.

In summing up this paper, the thought I wish to leave with you as to the duties and function of boards of education in the construction and furnishing of school buildings is this: (1) Realize for what purpose you are building and furnishing and see that competent teachers are employed for the work; (2) the result will be in proportion to the interest of the board manifested by seeing that the work is being carried out, and for the accomplishment of this neglected but desired end your humble servant will ever pray.

THE AMERICAN School Board Journal

DEVOTED TO

School Boards, School Officials and Teachers.

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We publish the only Journal devoted exclusively to School Boards and executive officers; furnish information on the doings of School Board committees, including important executive actions, best methods of heating and ventilation, text-books, with prices and adoptions, school law decisions, models of school buildings, statistics upon salaries, publish engravings of leading school men, etc.; briefly, we keep School Boards and Teachers abreast with the time.

TRAINING OF CITIZENSHIP.

Much that passes for patriotic teaching has but little effect in making a good citizen of the child. It produces no lasting impression because it appeals only to transient impulses, which are forgotten in a day. To implant the germs of good citizenship it is necessary to inform the child of the great principles upon which Republican institutions rest and to acquaint him with the highest and loftiest ideas of democracy. It behooves members of boards of education, and is one of their sacred duties, that they should see to it that the child is taught that the will of the majority constitutionally expressed must be obeyed; that the elective franchise, whereby the will of the majority is ascertained, must be guarded against fraud in any and every form; that it is the duty of the individual to vote in accordance with his honest convictions of what is best for the whole country; that intelligence, respect for lawfully constituted authority, the right of every man to make the most of life for himself and his children, honesty in business transactions, uprightness in public as well as private life, are the safeguards of republican liberty.

No thoughtful member of a board of education can look to the future of our country without anxiety and alarm. At the same time there is reason for hope and courage in our system of public education which opens the schoolhouse door to the child of every man. But we must not, in our eagerness to extend our school curriculum and multiply the number of branches, lose sight of the fact that the first great duty of the public school is to so train the child that he may discharge rightly, magnanimously, and conscientiously all the duties of American citizenship. For this purpose our fathers founded the public school, for this it has been maintained for generations, and for this we hand it down to our children as a sacred legacy of the past to the future.

ONE SORT OF SCHOOL BOARD.

The grand jury of San Francisco has lately been occupied with the investigation of a charge brought against members of the school board of that city that they have been selling teachers their places. One member of the board, while of course denying the truth of the charge, makes the following open confession:

It keeps us busy looking after our friends, and under those circumstances there can be small chance for outsiders to purchase positions. I was brought up in this town, and, of course, I have a certain number of friends who want and expect positions. Each director appoints his own friends and relatives, and those names which he submits in his turn are never questioned by the elementary committee, nor by the full board when it meets to elect the candidates. That is a courtesy which is extended by every director to each of his fellow directors—the minority, of course, excepted.

Plainly, the conception which these 'Frisco school directors seem to have formed of their office is not that of a trust reposed in their hands to be exercised for the highest good of the schools, but that of an opportunity bestowed upon them by an admiring constituency to feed their families and friends at the expense of school funds. To the proper use of this opportunity the interests of the schools are held secondary. Between the method of filling the corps of teachers thus naively acknowledged and the sale of positions for cash the difference in immorality is one of degree only, and if the grand jury cannot reach a board addicted to such practices some other method should be found.

DRASTIC SANITARY MEASURES.

Dr. C. W. Karsner, of the Philadelphia bureau of health, has been expressing some opinions on school hygiene that are calculated to scare school boards. He would have for the children individual drinking cups, sterilized pens and pencils, the fumigation of clothing, of books, and of cloak-rooms. He would almost reconstruct most buildings and remake their furniture, ventilating the cloak-rooms and making them so spacious that the clothing of one child would not touch that of another. He would give each pupil an initial air space of twenty-one cubic inches and would give him clean air to breathe eight times an hour.

He also recommends that a child who has to be gradually inured to studious habits should be treated like a reasonable human being instead of a machine. He says that a healthy child from the age of six to eight can apply himself to one subject for about fifteen minutes; from eight to ten, about twenty minutes; from ten to fourteen, about twenty-five minutes; from fourteen to eighteen, about thirty minutes; an adult, about one hour. Hence, the subject of study should change frequently and the study hour be interrupted by a song, a march, or light calisthenics. He insists on a meal at

the noon hour, and would limit the afternoon session to two hours and devote it to studies which require the least close mental application. Finally, he would end the schoolday absolutely with the close of the afternoon session. If he were superintendent there would be no "staying after school."

KINDERGARTENS.

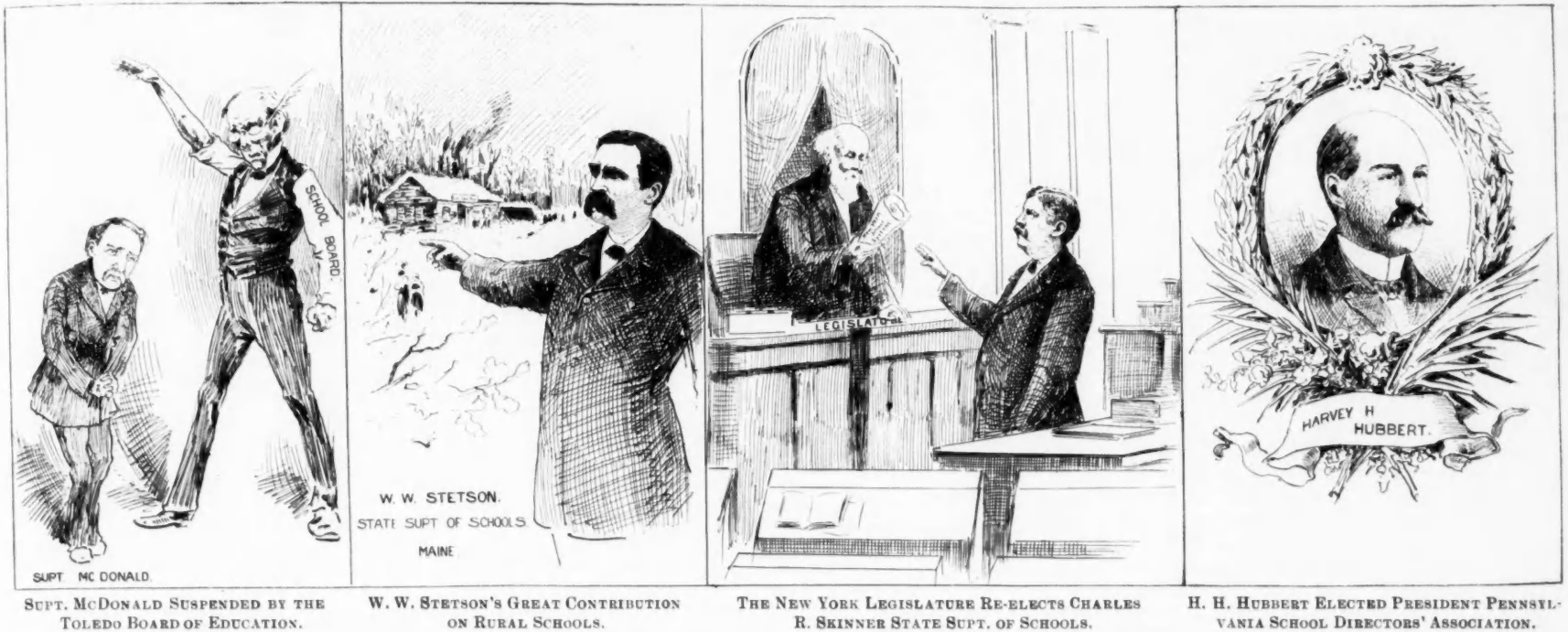
The kindergarten has not yet taken the place in our public school system which its importance demands. It is a matter of record, made after careful study of results, that in the cities the kindergarten children do better in entering schools than those who have not received such training. Work is the true spirit of the kindergarten room; idleness and listlessness have no encouragement there. Self-activity is the keynote to every exercise. Unless the kindergarten prepares the child for the more formal tasks of the school-room, it must be counted a failure. It cannot be denied that in many cases the kindergarten has departed very far from the spirit of its great founder. Especially is this true of that class of kindergarten teachers who wander in "the vagaries of a frivolous and fanciful symbolism" which has no tangible meaning and bears no fruit worth gathering.

Froebel says that "the province of the kindergarten is to prepare children for citizenship here and hereafter." As such it ought to be a part of the public school system in every city and town in the country. It deserves the most earnest consideration of every board of education.

OUR CARTOONS.

The board of education of Greater New York elected Andrew S. Draper superintendent of schools, but he declined. Whereupon the choice fell on Dr. William H. Maxwell, of Brooklyn. Dr. Maxwell has been for ten years past superintendent of the schools of Brooklyn—an educational system well reputed and of conceded efficiency. Dr. Maxwell was born some forty-six years ago in Stewartstown, county Tyrone, Ireland, being the son of a Presbyterian clergyman. He studied at Queen's university, taking several honors of that institution. Afterward he taught in Belfast, at the same time continuing to prosecute his studies. He came to America in 1874, and engaged first in newspaper work, afterward becoming a teacher in the evening high schools of Brooklyn, from which position he was chosen to be associate superintendent of schools. He has been chairman of numerous educational committees, and has written books on school subjects. The honor of being chosen to the headship of the largest school system in the world is a great one, and it carries with it responsibilities equally great. Dr. Maxwell is an ideal man and now has the opportunity to make for himself a name and fame.

RECENT EDUCATIONAL EVENTS.



SUPT. McDONALD SUSPENDED BY THE TOLEDO BOARD OF EDUCATION.

W. W. STETSON'S GREAT CONTRIBUTION ON RURAL SCHOOLS.

THE NEW YORK LEGISLATURE RE-ELECTS CHARLES R. SKINNER STATE SUPT. OF SCHOOLS.

H. H. HUBBERT ELECTED PRESIDENT PENNSYLVANIA SCHOOL DIRECTORS' ASSOCIATION.

The Toledo, O., board of education has suspended Supt. McDonald owing to grave charges preferred against him.

State Superintendent of Schools, W. W. Stetson, of Maine, in his annual report contributes in an able manner to the cause of rural schools the greatest educational document ever written on the subject.

The legislature of New York has acted wisely in again choosing Charles R. Skinner to safeguard the school system of the state. Mr. Skinner is one of the foremost of the state superintendents in the country. He is always alert to his duty and stands ever ready to do it. The high honor thrust upon him is deserving.

H. H. Hubbert, member board of education, Philadelphia, was elected president of the Pennsylvania School Directors' Association at the convention recently held at Harrisburg.

AMONG BOARDS OF EDUCATION.

Milwaukee. Charles Quarles, president board of school directors, in speaking of the proposition to pay the school directors a salary for their services said: "If directors were compensated for the time they spend in the management of the schools, that feature would tend to destroy to a great extent the efficiency of the board. If a salary was attached to the position it might attract a class of men who are influenced by money, it would bring vandalism into the board, and would attract men who would take an impersonal interest in the work for the sake of good management. It is best, I think, to make the directors do their duties gratuitously, influenced only by their love of the work and their desire that the schools of Milwaukee be managed rightly. If the directors earn anything at all in the way of monetary compensation, they earn much more than the city would pay.

Boston, Mass. Out of the twenty-four who hold seats in the board of education not half a dozen have had personal experience of the school system as pupils.

Marshalltown, Ia. School Director A. E. Wilbur and wife recently tendered the members of the board of education and the teachers of the public schools a reception to bring about a closer relationship. It proved a great success.

New York City. Chas. B. Hubbell, president board of education, after having gone through an absurd, ill-informed, and savage cross-examination by the mayor of Greater New York, quoted the following Scriptural passage: "Greater is he who ruleth his spirit than he who taketh a city."

Milwaukee. School Director Frank O. Immler introduced into the school board a resolution to the effect that all public school halls be thrown open for public assemblages.

San Francisco, Cal. The grand jury is after the school board on charges of corruption in connection with the appointment of teachers. The *Chronicle* says: "Board after board has been suspected for years of having been engaged in the traffic of selling positions to teachers, but it has always been impossible to get enough evidence for conviction."

Greater New York. Mayor Van Wyck has been informing the school board that the teaching he had received when a boy should be good enough for the children of to-day.

Baltimore, Md. A bill introduced in the state legislature provides for the election of the board of school commissioners by popular vote.

Ottawa, Ill. Mr. E. C. Swift, a member of the board, believes the appointment of teachers should be vested solely in the superintendent and that he be held responsible for their work.

Columbus, Ga. State Supt. of Schools Glenn, recently was in attendance upon a meeting of the board of education. He expressed the following opinion the next day: "That meeting last evening was one of the most valuable school board meetings I have attended in many a day. The directors have got the schools under very intelligent supervision. The kind of reports they gave in satisfied me that they were getting at the very heart of the school system."

St. Louis, Mo. The school board is considering a resolution looking to a supervision by the health board of the physical welfare of the pupils attending the public schools.

In Boston fifty physicians make a daily visit to all schools, four buildings and 1,400 pupils being assigned to each physician. They receive \$200 a year. Every case of sickness is promptly examined, reported in special books, and acted upon.

Los Angeles, Cal. School Director Walter F. Poor, it is reported, was too persistent in the prevention of exposure of matters in a school board investigation and therefore the directors of the company for which he worked did not care to have him remain in their employ.

Rochester, N. Y. Health Officer Galer, in his annual report, treats at length on the matter of the sanitation of the public schools.

PROF. J. E. BANGS' CANDIDACY.

The candidacy of few men for any office in Illinois has met with such marked favor as that of



PROF. J. E. BANGS.

Prof. J. E. Bangs for superintendent of public instruction. He was first presented not more than a month ago as a suitable gentleman for the Republican party to nominate for that office, and since that time he has received press endorsements from nearly every county in the state, beside many letters from prominent educators tendering to him their active support. Prof. Bangs's eminent fitness for the place and his ability as a progressive educator were so generally recognized that his nomination awoke popular enthusiasm such as has not greeted any candidate for office in many years. The thousands interested in educational work throughout Illinois are well acquainted with Prof. Bangs, as he has been engaged in institutes in more than half the counties of the state, while he is respected for his ripe attainments and is a prime favorite because of his genial nature.

Prof. Bangs is a native of Illinois, is forty years old, and has been identified with public school work continuously since a youth with unvarying success. He is now superintendent of the Pontiac township high school, one of the most complete and successful schools in Illinois. He possesses a quality not often found in the school teacher, a high order of executive talent, and it is this, united with his commanding ability as an educator, that makes his candidacy almost irresistible.

SCHOOL HOUSE HEATING.

THE PECK-WILLIAMSON HEATING AND VENTILATING
COMPANY OF CINCINNATI.

A visit to the offices, warerooms and factory of the Peck-Williamson Heating and Ventilating Company of Cincinnati, will prove interesting to all school officials.

A few years ago little was known about the Company which is now known in all parts of the United States where modern school house heating and ventilating are at all recognized. The rapid growth of its business in all directions has primarily been due to well directed energy and business capacity. This necessarily embodied the question of merit which has been aimed at with the same force. Recognition for even a good thing requires an effort in these days of competition and rivalry. Thus while the heating systems were pushed with unusual vigor they possessed at the same time the qualities which entitled them to recognition by school boards. Nor was the company satisfied with ordinary degree of usefulness. Improvements were added, the needs of the schools were studied, a more direct, as well as more economical method of achieving serviceableness, was devised. The country school house as well as the city school house received attention.

Mr. Peck some years ago was a banker. He stepped voluntarily from a lucrative position into the manufacturing business, feeling an aptitude and an ambition to excel in this line. It offered an activity which drew into play all the energy, ingenuity and industry at his command. The business thrived and grew. His labors proved effective.

Mr. Williamson, who began life as a schoolmaster dates back his experience as a heating and ventilating engineer to an earlier date. His close application to duty, his enthusiasm in the development of the science of heating and ventilation have contributed in an equal share to the success of his Company.

A new building, costing \$85,000, on a site costing \$85,000, and located in the central business portion

of the city, was erected by the Company last year. It was specially designed for the purpose for which it is now used. While the castings are not made here the construction work together with its varied detail is, as well as the shipping. The building is suitably divided into draughting rooms salesrooms, offices, vaults, etc. A number of modern conveniences which are designed to facilitate the business of the company are embodied in the building.

HEATING AND
VENTILATING.

New Rochelle, N. Y. The heating contract for two new school buildings was awarded to Dewey & Co., Boston, Mass.

Troy, N. Y. Contract awarded to The West Furnace Co. for the heating equipment of the seventh ward school house.

Auburn, Me. The Wolfe Warming and Ventilating Co., Boston, Mass., secured the school house warming and ventilating contract.

Stillwater, Minn. The Nelson school is being

equipped with a heating system manufactured by the American Heating and Ventilating Co.

Hoboken, N. J. A number of the public schools in this city are equipped with apparatus manufactured by the Powers Heating Company.

The state superintendent of the schools of New Jersey in his annual report recommends state supervision of the heating, lighting, ventilation, and sanitary arrangements of school houses.

St. Louis, Mo. An investigation of the sanitary conditions of the public schools is in progress.

Eddystone, Pa. At the last meeting of the board a representative of the Smead, Wills Heating Co. was present and gave an exhibition of the system manufactured by his company.

A bill in the New York legislature, providing for the compulsory ventilation of schools in cities and towns of 5,000 inhabitants and upwards, was tabled in the senate.

In July, 1897, the board of health of the city of Niagara Falls, obtained an injunction restraining the board of education of that city from placing the Smead system of dry closets and ventilation in two school buildings then under construction, and, at the same time ordered that the system be removed within fifteen days from those buildings in which it already existed. The board of education obtained an injunction restraining the board of health from carrying the first-mentioned order into effect. Both injunctions were argued in the supreme court in Buffalo before Justice Childs, and in both cases the decision was against the board of health. The case was cited for trial at the last term of court in Lockport, but the board of health not being ready to go on with the case the matter was referred. Since then the attorney for the board of health has signed a stipulation with the attorney for the board of education by which both actions have been discontinued, which ends the dispute.

OFFICE AND WAREROOMS OF THE PECK-WILLIAMSON HEATING AND VENTILATING CO.
CINCINNATI, O.

GEORGE PECK.

A. W. WILLIAMSON.

OFFICERS OF THE PECK-WILLIAMSON HEATING AND VENTILATING CO., CINCINNATI, O.

BUILDING AND FINANCE.

Montavilla, Ore. The tax levy has been made 23 mills.

Detroit, Mich. During the fiscal years of 1895, 1896 and 1897, there was expended \$1,207,000 for new school sites and school buildings.

Baltimore, Md. A feature of the annual report of the Health Commissioner, is a recommendation that better sanitation be provided for in school buildings already in use or to be erected hereafter. The Commissioner particularly calls attention to the overcrowding of such buildings, and asks legis-

lation which will prevent this by establishing a certain amount of air space for each pupil.

Atlanta City, Ga. State Superintendent of Schools Baxter in his annual report recommends that the State Superintendent be required to produce plans and specifications for school houses, together with many duplicates of the same; said plans and specifications to be approved by the state board of education, and under proper assurance of their return to his office, to loan such plans to school districts desiring to erect school buildings; and that the state legislature be required to make an adequate appropriation for the said purpose.

Also, that the said plans and specifications shall not include public school buildings containing more than eight school rooms, and after they have been provided no school building shall be erected in the State, except the plan of construction, provisions for heating, lighting, ventilation and other sanitary arrangements shall have received the approval of the State Board of Education or other constituted authority.

Greater New York. Mayor Van Wyck has informed the school board that it must make retrenchments or that instead of becoming the greatest city in the world it is apt to be depopulated, as people cannot stand the present rate of taxation.

In the state of Indiana there are 87 stone school houses 4,730 brick, 5,226 frame, and 8 log houses.

Chicago. The board of education appointed a committee to appear before the legislature to secure changes in the educational law providing that the rate of tax levy be made $2\frac{1}{2}$ per cent. for educational purposes.

Chicago. The legislature has passed an act which enables the Chicago board of education to raise 25 per cent. more money for the maintenance of the schools than at present.

Spokane, Wash. The board of education at a recent meeting were addressed on the subject "None but union labor should be employed in the construction of school buildings."

Butler, Pa. The school board has decided not to accept the gift of \$2,000 left by the late Col. James McKee to be used in taking care of the teeth of poor school children on account of the complications that might arise and cause trouble for future boards.

St. Paul, Minn. The semi-annual apportionment of school funds just made is at the rate of 80 cents per pupil.

Oshkosh, Wis. The board of education, believing it to be in the interest of the schools that the superintendent of schools should have an opportunity to inspect schools in other places, appropriated a sum of money to defray the necessary expenses of the superintendent in visiting schools in Chicago and other cities.

Grand Rapids, Mich. The school children of the city have deposited to their credit in school savings bank the sum of \$15,000.

Covington, Ky. The school board has brought suit against the city to pay 35 cents on \$100 valuation for the schools.

Buffalo, N. Y. The board expended this winter \$10,882.50 for night schools.

The estimated value of the school property in the state of Michigan is \$17,589,569.

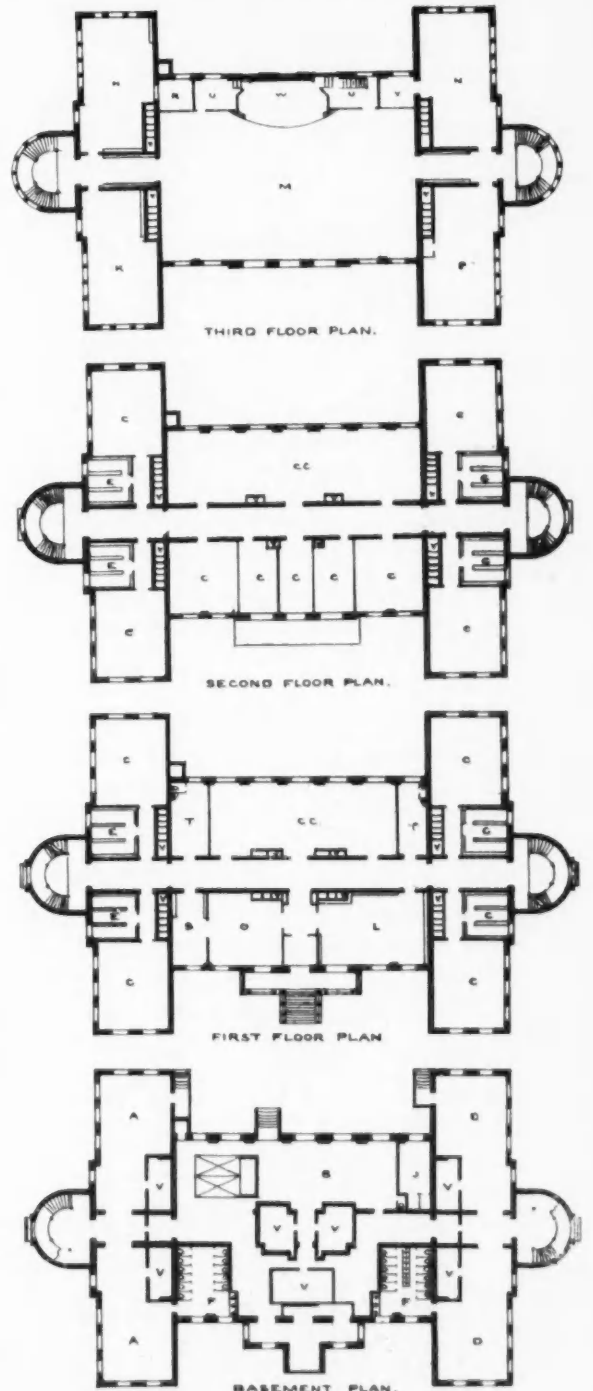
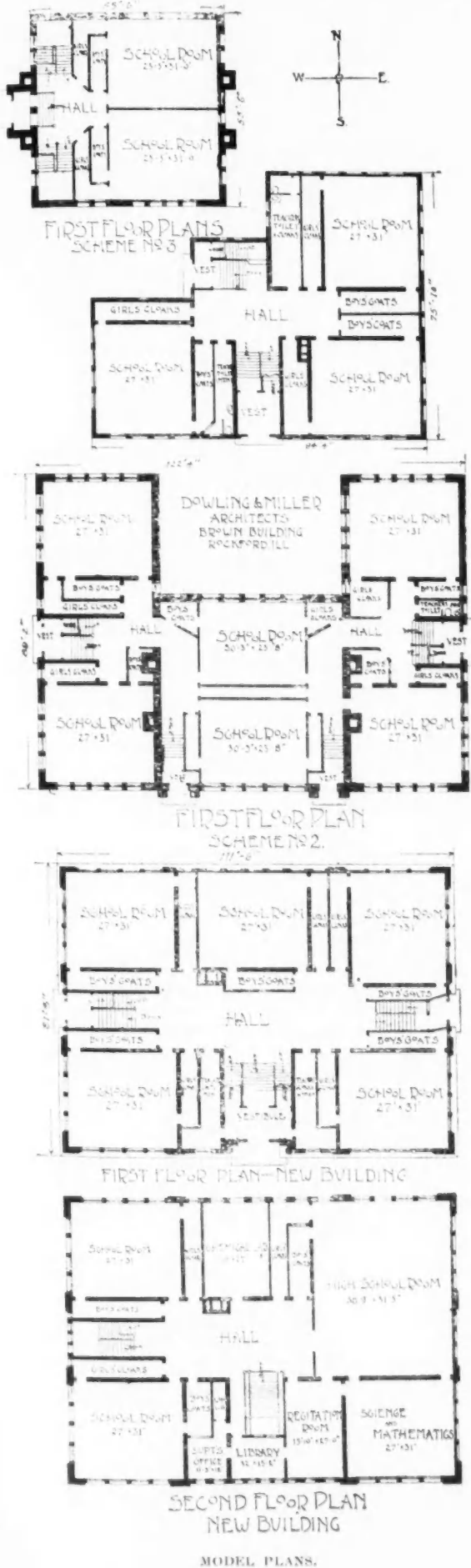
Detroit, Mich. The majority of the board of education are opposed to Mayor Maybury's scheme of erecting a number of small school houses in all parts of the city.

Columbus, O. The board authorized the school principals to take up a collection in their respective buildings from the teachers and pupils to raise a fund for the purpose of procuring shoes for such pupils of the schools as are unable to attend school for the want of same.

Minneapolis, Minn. The board of education has decided to cut down expenses for the school term 1898-99 to the amount of \$50,000, so that they may not again find themselves in a position where it will be necessary to take up a collection among the citizens to meet the current expenses of the schools.



PROPOSED \$30,000 HIGH SCHOOL, OSKALOOSA, IOWA.



PLANS, NEW RICHMOND, N. Y., HIGH SCHOOL.
Flemer & Koehler, Architects.

- | | |
|-------------------------|-----------------------------|
| A. Girls' Play Room. | M. Assembly Hall. |
| B. Boiler Room. | N. Phys. & Biol. Lab. |
| C. Class Room. | O. Office. |
| D. Boys' Play Room. | P. Draughting Room. |
| E. Girls' Cloak Room. | R. Dark Room. |
| F. Laboratories. | S. Superintendents' Room. |
| G. Boys' Coat Room. | T. Teachers' Room. |
| H. Chemical Laboratory. | U. Retiring Room. |
| J. Janitor's Room. | V. Heating and Ventilating. |
| K. Lecture Room. | W. Rostrum. |
| L. Library. | Y. Apparatus Room. |

Supplies and Equipment.

M. P. Calfee, clerk for the school board of Pulaski City, Va., has ordered the Gregory tale blackboards to be placed in the schools of that city.

The new gold town of Alabama has been named Bernice, in honor of Miss Bernice P. Gregory, manager of the Gregory Tale Blackboard Co., of Nashville, Tenn.

The Trans-Mississippi & International Exposition of Omaha, has adopted the Densmore typewriter for its use.

Oak Park, Ill. The board of education has contracted with the National Fire Escape Co. for two escapes for the high school building.

The Standard School Furnishing Co., of Chicago, will, upon receipt of ten two cent stamps, send a handsomely colored map of Cuba.

Orange, Mass. The board has ordered a supply of the Holden book covers.

Milton, Pa. The board has purchased its supply of the Holden book covers.

Dixon, Ill. The Holden book covers are used in the schools.

Lancaster, Pa. The annual order for book covers has been forwarded to the Holden Patent Book Cover Co.

Westfield, Mass. The board has re-ordered a supply of Holden book covers.

Mayville, N. D. The Holden book covers, manufactured by the Holden Patent Book Cover Co., Springfield, ordered for use in the schools.

Oak Park, Ill. The National Fire Escape Co., of Chicago, awarded contract for the construction and erection of two fire escapes upon the high school.

In the state of Iowa, members of boards of education, giving orders for apparatus in their individual capacity assume personal responsibility and may thus render themselves liable for payment as individuals.

Taunton, Mass. The annual order for book covers and repairing material sent to the Holden Book Cover Co., Springfield, Mass.

Duluth, Minn. The board has re-ordered a supply of the Holden book covers.

Montpelier, Vt. The board has adopted the Holden system for preserving books.

Hazleton, Pa. A supply of Holden self binders and transparent paper ordered from the Holden Patent Book Cover Co., Springfield, Mass.

Stevens Point, Wis. The board has instructed the school janitors to use disinfectants in the base-

ments of their respective buildings. Contract for flags awarded to the U. S. School Furniture Co.

Boston. It is contemplated to invest \$350,000 to provide bathing facilities for the scholars attending the public schools.

The School and Office Supply Co., of Grand Rapids, Mich., is an enterprising business establishment. It is to be noted that this company handles an excellent quality of school supplies. By securing a catalogue of the goods they handle one will readily realize this fact.

The Burlington venetian blinds, manufactured by the Burlington Venetian Blind Co., of Burlington, Vt., has become more in favor every year. Their Western sales agents, the Standard School Furnishing Co., of Chicago, have successfully introduced these blinds in Chicago, Pawpaw, Sterling, and Clinton, Ill.; Ladoga, and Vincennes, Ind., as well as in many other cities.

Superior, Wis. Drawing material purchased from the Prang Educational Co.

Erie, Pa. The contract for 1,500 square feet of slate blackboards awarded to the Slatington Bangor slate syndicate, of Slatington, Pa.

Albany, N. Y. The board has made a purchase of a card index system for the registration and school record of pupils.

Niagara Falls, N. Y. Chemical apparatus purchased from the Ziegler Electric Co.

Fond du Lac, Wis. Apparatus purchased from the A. L. Robbins Co.

York, Pa. The board has ordered a supply of the Holden book repairing material.

Pittsburg, Pa. The board has ordered the Holden patent book cover for their geographies.

Mount Vernon, O. A Smith-Premier typewriter has been purchased for instruction purposes in the high school.

Topeka, Kas. State Superintendent of Schools, Stryker, has discovered that district school boards have no right to purchase charts, maps, globes, and other school accessories without a vote of the district.

Bucyrus, O. The board of education has purchased a No. 2 Smith-Premier typewriter, for use in the public schools.

Baltimore, Md. Contract for furnishing 400 pounds of soap, 800 candles, and 300 pounds of sal soda for the schools, awarded to the Union Soap Co.

Dunmore, Pa. The board has purchased a geographical portfolio from the Century School Supply Company.

out the building, which was seven stories high, eighty feet front, 159 feet deep, was level with the ground. It was built of what is known as "mill construction," with front of plate glass and iron columns. The Olmsted Scientific Co. occupied the sixth floor of the building.

W. A. Olmsted, president, W. J. Wilcox, treasurer, C. H. Arms, secretary, C. A. Price, cashier, and Mrs.

M. E. Harris, bookkeeper, of the Olmsted Scientific Company met their death in the horrible disaster. This fire is the worst that has occurred in Chicago since the World's Fair in 1893.

W. A. Olmsted was an industrious and enterprising business man, in the prime of life, beloved and respected by those with whom he came in contact. W. J. Wilcox, C. H. Arms, and C. A. Price, are well known to the school supply men and school book publishers. It seems that with all our modern improved methods of construction of buildings, such an occurrence should be an impossibility.

Quincy, Ill. Apparatus for the high school purchased from A. L. Robbins Co.

Flint, Mich. School supplies ordered from the Central school supply house.

Aurora, Ill. Mr. Owen, a representative of the National Fire Escape Co., of Chicago, was recently here looking at the various school houses. The escape which Mr. Owen represents is made in the form of a flight of stairs and is said to be very safe and practical.

The Standard School Furnishing Co., of Chicago, manufactured the Olmsted artificial stone blackboard. This blackboard has been adopted in many of the recently erected school houses throughout the country. The following cities have introduced it during the past year: Chicago, Pawpaw, Mt. Sterling, Clinton, Sterling, Nauvoo, Paxton, Ill.; New Orleans, La.; New York City; Indianapolis, South Bend, Washington, Newport, Ind.; Toledo, Ohio; Ft. Smith, Ark.; Batesville, Miss.; Jackson, Tenn.; Darlington, Boscobel, Janesville, Madison, Wis.; Burlington, Grundy Center, Ia.

The Holden system for preserving books has been adopted by all but three of all the places in Pennsylvania of 5,000 population and upwards, a larger part of them ever since the Pennsylvania free textbook law was enacted and including the larger cities of Pittsburg, Reading, Allegheny, Scranton, Harrisburg, Lancaster, Chester, Altoona, Johnstown, Allentown, and others.

Lexington, Ky. The school board has made a purchase of a Smith-Premier typewriter.

Olean, N. Y. Contract for kindergarten supplies awarded to the Milton Bradley Co.

The University of New Mexico, Albuquerque, N. M., has purchased a No. 2 Smith-Premier machine for educational purposes.

Prof. Lyon, of the Bradley Polytechnic Institute, Peoria, Ill., after making thorough investigations in regard to the various arc lamps in the market used for optical projection, placed an order with Messrs. A. T. Thompson & Co., Boston, Mass., for a pair of the improved 90° arc lamps.

Prof. G. E. Barber, of the University of Nebraska, in speaking of the library filing cabinet, manufactured by the Central School Supply House, of Chicago, says: "It is not only a great convenience but a great time saver, in that one always has his slips where he can quickly find them."

Prof. Wm. H. Snyder, of the Worcester Academy, Worcester, Mass., has recently purchased from Messrs. A. T. Thompson & Co., Boston, Mass., a complete dissolving view electric light stereopticon, fitted with 90° electric lamps.

G. H. Bridgeman, president Hamline University, speaks in the highest terms of the great usefulness and convenience of the library filing cabinet, sold by the Central School Supply House, of Chicago.

Nineteen cities in California have adopted and put into their school houses the "combination eraser cleaner and pencil sharpener," manufactured by the Lord Manufacturing Co., New Haven, Conn.

The Educational Association of Chicago, during a recent fire, lost property to the amount of between five and six thousand dollars.

J. M. Olcott & Co. has purchased the good will and business heretofore carried on by the late W. A. Olmsted. Every department of the school supply business will be conducted as formerly at 84 Wabash Ave., Chicago. The business of J. M. Olcott & Co., No. 70 Fifth Ave., New York, will be continued.

N. E. A. NOTES.

The Washington local N. E. A. Committee has made extensive preparations for the educational exhibit. Forty houses have already been enrolled for exhibit space and over one hundred others have made application. From 12,000 to 13,000 square feet of floor space has been provided. Assignment of space will be 5, 10, 20, and 30 feet front by 8 to 10 feet in depth. Aisles are from 8 to 12 feet wide. Glowing accounts have come to us of the work that is being done in behalf of the exhibitors.

SAD FATE OF THE OLMSTED SCIENTIFIC COMPANY.

On Wednesday, March 16, Chicago witnessed another great catastrophe. The large structure at No. 221 Wabash avenue was totally destroyed by fire. In less than half an hour after the fire broke



RUINS OF THE FIRE AS VIEWED FROM THE FRONT.

School Furniture.

The Grand Rapids School Furniture Co., of Grand Rapids, Mich., has in course of erection new dry kilns with a capacity of 350,000 feet of lumber. These new kilns with the old ones, will enable the company to kiln dry 500,000 feet of lumber at one time. New additions to the factory are being made and improved machinery is contemplated to be purchased. The erection of the present factory was the amazement of everyone in the school furniture business and many were the predictions that it would be an utter impossibility for the company to secure enough business to ever run it to its full capacity. However, notwithstanding the dullness of the past few years and the scarcity of money, the factory operatives worked twelve hours during nearly the entire year 1897 and during the winter months thus far during 1898. The officers of the Grand Rapids School Furniture Co., by their energetic business methods, have succeeded in getting large contracts for school desks in all parts of the country for the present year and it is owing to this fact that the extensive improvements are being made.

Mr. G. W. Perkins, president Grand Rapids School Furniture Co., in company with his wife, is spending a few weeks in Florida.

O. C. Clark has resigned as secretary of the Favorite Desk and Seating Co., Cleveland, O. He has established himself under the firm name of O. C. Clark & Co., at 1937-1947 Harvard street, Cleveland.

Mr. A. Maskell, for many years manager of the cabinet department of the Grand Rapids School Furniture Co., has just returned from Nassau, Bahama Islands, where he has been spending his honeymoon, having recently taken unto himself a most estimable wife.

Lawrence, Mass. The Grand Rapids School Furniture Co. was awarded a contract for several hundred of their frictionside adjustable desks.

Havelock, Neb. An order for adjustable desks placed with the A. H. Andrews Co., of Chicago.

New Orleans, La. The Thomas Kane & Co., of Racine, Wis., was awarded the school desk contract for 500 adjustable desks.

Waverly, Neb. A. H. Andrews Co., Chicago, secured the adjustable school desk contract.

La Salle, Ill. The board placed an order with Thomas Kane & Co., of Racine, Wis., for desks.

Kokomo, Ind. The school board has contracted for a three years' supply of school desks with the Grand Rapids School Furniture Co. The contract includes both the ball bearing automatic and ball bearing combination adjustable desks.

Towanda, Pa. An order for school desks placed with Thomas Kane & Co., of Racine, Wis.

Caldwell, Kas. The Grand Rapids School Furniture Co. was awarded a contract for eighty of their ball bearing automatic school desks.

Spooner, Wis. The board purchased the Andrews Rugby desk, manufactured by the A. H. Andrews Co., of Chicago.

Grand Rapids, Mich. The Grand Rapids School Furniture Co. has just shipped 300 school desks to Salt Lake City, Utah.

Cameron, Wis. A supply of school desks ordered from the A. H. Andrews Co., of Chicago.

El Reno, Ok. Thomas Kane & Co., of Racine, Wis., was the successful bidder on the school desk contract.

Collerston, Utah. The board was much pleased with the ball bearing school desk, exhibited to them and immediately placed an order for 100 with the Grand Rapids School Furniture Co.

Wing, Ill. The board decided to purchase the Andrews-Rugby school desk.

Denton, Tex. The board after a one year's trial has contracted for a large supply of the ball bearing automatic school desk, manufactured by the Grand Rapids School Furniture Co.

Louisville, Ga. School desks were ordered purchased from Thomas Kane & Co., of Racine, Wis.

Stockton, Cal. An order for seventy-five ball

bearing automatic school desks, placed with the Grand Rapids School Furniture Co.

Medford, Ore. The school board is well satisfied with the desks purchased from Thomas Kane & Co., of Racine, Wis.

Deer Lake, Mont. The new school house has been equipped with the Andrews-Rugby school desk.

Austin, Ill. The A. H. Andrews Co., of Chicago, was successful in securing the school desk contract.

Cartersville, Ga. After examining the different school desks submitted for approval the board unanimously decided in favor of the ball bearing automatic, manufactured by the Grand Rapids School Furniture Co.

Morris, Ill. The school desk contract was awarded to Thomas Kane & Co., of Racine, Wis.

Turners, N. Y. The ball bearing desk, manufactured by the Grand Rapids School Furniture Co., has been officially adopted and an order for 125 desks placed.

Rock Creek, Minn. Contract for school desks awarded to the A. H. Andrews Co., of Chicago.

Lynn, Mass. An order for school desks has been placed with Thomas Kane & Co., of Racine, Wis.

Tompkerville, N. Y. An order for 500 ball bearing school desks, also 600 ball bearing opera chairs for use in assembly room has been placed with the Grand Rapids School Furniture Co.

Mellinville, N. Y. An order placed with the A. H. Andrews Co., of Chicago, for the Andrews-Rugby desk.

Rangely, Me. The new school house is equipped with desks manufactured by Thomas Kane & Co., of Racine, Wis.

Salem, N. C. The board has made a purchase from the Grand Rapids School Furniture Co., of 100 ball bearing school desks.

Waukomis, Okla. The A. H. Andrews Co., of Chicago, was the successful bidder on the school desk contract.

Belleville, Ga. A supply of school desks purchased from Thomas Kane & Co., of Racine, Wis.

Jackson, Miss. An order for several hundred ball bearing school desks has been placed with the Grand Rapids School Furniture Co.

Neosho, Mo. Thomas Kane & Co., of Racine, Wis., sold the board a supply of school desks.

Brookston, Ind. The contract for a year's supply of school desks awarded to the Grand Rapids School Furniture Co.

Girard, Ga. The school board purchased the Andrews-Rugby desk, manufactured by the A. H. Andrews Co., Chicago.

Cameron, Mo. An order for school desks placed with Thomas Kane & Co., of Racine, Wis.

Boonton, N. J. The new school is equipped with the Grand Rapids School Furniture Co.'s ball bearing automatic desk.

Cornell, Ill. The new school house has been equipped with the Andrews-Rugby school desk.

Horace, N. D. School desks manufactured by Thomas Kane & Co., of Racine, Wis., purchased.

Brookshire, Tex. The Rugby desk, manufactured by the A. H. Andrews Co., of Chicago, ordered purchased.

Worcester, Mass. The frictionside desk, made by the Grand Rapids School Furniture Co., is considered the board's favorite.

Little Rock, Ark. The school board is well pleased with the Andrews-Rugby desks, manufactured by the A. H. Andrews Co., of Chicago.

Boone, Ia. The A. H. Andrews Co., of Chicago, was awarded the school desk contract.

Carlisle, S. C. The new school house has been equipped with adjustable desks, manufactured by Thomas Kane & Co., of Racine, Wis.

Burdick, Kas. The A. H. Andrews Co., of Chicago, secured the school desk contract.

Zumbrota, Minn. The new school building will be equipped with the Andrews-Rugby desk, manufactured by the A. H. Andrews Co., of Chicago.

Anaconda, Mont. The board ordered ball bearing school desks from the Grand Rapids School Furniture Co.

Crawfordsville, Ind. The school board awarded to A. H. Andrews Co., of Chicago, the desk contract.

Park River, N. D. The Andrews-Rugby desk has been decided upon. The same is made by the A. H. Andrews Co., of Chicago.

The Acme adjustable school desk, manufactured by the Springfield Furniture Co., of Springfield, Ill., is a most excellent desk.

The Moore Manufacturing Co., of Springfield, Mo., makes a high grade of school furniture.

Baltimore, Md. The school desk contract was awarded to the Wm. J. C. Dulany Co., for 7,000 Buffalo desks, and 875 rear seats, as made by the United States School Furniture Co.

SCHOOL FURNITURE IN THE WEST.

THE SPRINGFIELD FURNITURE CO., OF SPRINGFIELD, ILL.

The history of the Springfield Furniture Company does not cover a long range of years, and its history simply covers a period of steady growth prompted by wise management.

The career of its manager, Mr. Cogger, in the school furniture industry covers, however, a quarter of a century, and is dotted with interesting experiences. A brief sketch can only outline his general activity. He was formerly with Geo. C. W. Sherwood, and when this company organized as the Sherwood School Furniture Co. he became its manager. He is now serving in this capacity for the Springfield School Furniture Co.

Mr. Cogger is a practical mechanic who understands the construction of a school desk from the raw material to the finished product. He is able to perform any of the practical labor himself if necessary.

On the art of construction he is an enthusiast and watches closely the progress constantly introducing his own ideas from time to time.

The stock of the Springfield Furniture Co. is owned by the business men of Springfield, who take a just pride in its manufacturing industries. The officers of the company are Springfield's leading and best citizens. The company was organized seven years ago, equipping its plant with modern machinery. It manufactures also every variety of church pews, bank furniture, and a number of specialties. It also handles a full line of school supplies.

A BELT DRESSING

THAT PREVENTS SLIPPING AND PRESERVES THE LIFE OF THE LEATHER.

It is the slipping heel that wears the hole in the stocking, and it is the slipping belt that wears the leather. Belts that slip not only do not drive properly, but they wear out rapidly. A belt that is too tight is overstrained, and will also wear out rapidly. A thoroughly reliable belt dressing is therefore a necessity in every well regulated factory, and probably no dressing has such a world-wide reputation as Dixon's Belt Dressing and Leather Preservative.

As long ago as 1878 it was used on the big driving belt at the Paris Exposition, when every other means had failed to make the belt take hold of the pulley that was to start the thousands of feet of shafting and hundreds of machines. Those who use Dixon's Belt Dressing claim that it prevents slipping and thoroughly preserves the life and elasticity of the belt. It is made only by the Joseph Dixon Crucible Co., Jersey City, N. J., who are known the world over for their graphite products.



MR. W. B. COGGER,
Mgr. Springfield Furniture Co.,
Springfield, Ill.

Book Reviews.

DANOLD'S FIRST DISCOVERIES. By J. W. Troeger, A.M., B.S. Boards, 93 pp. D. Appleton & Company, New York.

The publishers propose to issue a series of Nature Study readers, and this book is the first of the series. It is a collection of lessons on the most common and simplest forms of plant and animal life. In simple sentences, in conversational style, aided by pictures, the young learner is led to observe and discover for himself the growth and habits of these plants and animals, and some of the physical phenomena of nature. It is a well made book.

THE YOUNG AMERICAN. By Harry Pratt Judson, LL.D. Head Professor of Political Science, University of Chicago. Cloth, 244 pp., 60 cents. Maynard, Merrill & Co., New York, Chicago.

A Civic Reader, illustrating our country in its history, government, military, making of laws, election of rulers, court proceedings, schools, treasury, and customs. It gives important incidents in our history and development, a brief account of the constitution, and about thirty of the best selections from our orators and poets. These selections are of a patriotic character. The book is intended for reading in the fourth and fifth grades, and is adapted to awaken an intelligent interest in our country, its history and institutions. It is illustrated.

CICERO'S DE AMICITIA. Edited by Charles E. Bennett, Professor of Latin in Cornell University, Cloth, 123 pp. Leach, Shewell & Sanborn, Boston, New York, Chicago.

One of the Students' Series of Latin Classics. The introduction gives a brief sketch of the characters in the supposed dialogue and the circumstances in the midst of which Cicero wrote it. The critical and explanatory notes are numerous. The edition has been carefully prepared.

STEPPING STONES TO LITERATURE. A Third Reader by Sarah Louise Arnold, Supervisor of Schools, Boston, and Charles B. Gilbert, Superintendent of Schools, Newark, N. J. 12mo., 224 pp. beautifully illustrated with choice originals, reproductions of masterpieces and portraits of authors. Introductory price, 50 cents. Silver Burdett & Co., publishers, New York, Philadelphia and Boston.

The contents of this little book make its name most fitting. Interesting stories from the best writers suitable for children of the third reader grade make the book most desirable. The poetical selections from the leading poets and gems from lesser lights are usually attractive. Kindness to animals is enforced through the stories and by means of several impressive pictures of animal life. R. J. O'H.

SUGGESTIONS FOR LABORATORY AND FIELD WORK IN HIGH SCHOOL GEOLOGY AND QUESTIONS FOR USE WITH TARR'S ELEMENTARY GEOLOGY. By Ralph S. Tarr. Published by The Macmillan Co., New York and Chicago. Price, 25c.

This work, from the able pen of Professor Tarr, offers valuable suggestions for a course in geology in which laboratory and field work form a prominent part. There are also questions which may be profitably used in connection with Tarr's Elementary Geology. F. L.

ELEMENTARY BOTANY AND SPRING FLORA. By W. A. Kellerman, Ph. D. Published by Eldredge & Brother, Philadelphia. Price, 90c.

This work has distinctive features which should command the thoughtful attention of teachers. The many technical terms usually found in our text books on Botany are herein eliminated. The chapters are short, still they present a fair outline of Botany in its present advanced stage of development. Important hints and suggestions are given to both teacher and pupil in regard to objects and methods of study. The author desires that practical experimental work accompany each lesson and for this purpose give directions therefor. F. L.

CRUSOE'S ISLAND. By Frederic A. Ober. Published by D. Appleton & Co., New York & Chicago.

This is a bird hunter's story of his visit to the isle of Tobago, which the author proves beyond a doubt to be the original island on which Crusoe passed his solitary life. Most readers of Defoe's book have undoubtedly believed it to be Juan Fernandez, situated in the Pacific, in lat. 30° south. The author however exposes this misrepresentation. He introduces us to the secrets of the famed isle of Crusoe—Tobago. He describes, in his own inimitable way, not only the "birds of the air and the fishes of the sea," but also makes us acquainted with all the quadrupeds, insects, serpents to be found on this island. In a word, he gives us the geography of this isle, from which we may judge all similar countries of the tropics. F. L.

THE IMPROVEMENT OF THE SERVICE. By J. E. King. Published by Williams & Rogers, Rochester, N.Y., and Chicago.

This pamphlet contains an address of more than ordinary value on the subject of special education. The writer deals intelligently with general schools and then enters into a comprehensive, yet concise discussion of business education. A brief chapter on "Business Education for Women," by Clara A. Pope, is also contained in the pamphlet.

A PRIMER OF PSYCHOLOGY. By Edward Bradford Litchner. Published by the Macmillan Co., New York. Price \$1.

As its name implies, this excellent work is intended as a first book in psychology. It is written in as simple, clear style as is possible for a work dealing with scientific subjects and is as interesting as a novel. The arrangement of subject matter is thoroughly systematic. The marginal headings and psychological diagrams are of great convenience to the student and teacher. The author is an experimentalist—the novel feature of the work is the emphasis laid on experimental method. It provides for experiments to be performed by the teacher or pupils by means of simple and inexpensive apparatus, much of which should be constructed by the pupils themselves. Throughout the book stress is laid on the fact of mental evolution. Much use has been made of literary illustrations. Under the head of Abnormal Psychology, the author discusses *hypnotism* in all its phases. This book is written expressly for use in normal and high schools but it will give the general student a fair idea of the present status of psychology in its various branches. R. J. O'H.

POEMS AND TALES, from the Writings of Edgar Allen Poe. Edited by William P. Trent. Published by Houghton, Mifflin & Co. Numbers 119 and 120, Riverside Literature Series. Price 40c.

This book contains a short sketch of the life of Poe and the poems "The Raven," "Lenore," "Ulalume," "The Bells," "Annabel Lee," "Israfel," and others, besides the tales, "A Descent into the Maelström," "The Fall of the House of Usher," "The Gold Bug," and others. Copious explanatory and critical notes make this little book very valuable to the student of literature. R. J. O'H.

COMMON SCHOOL LITERATURE. By J. Willis Westlake, A.M.; 16mo., cloth, 192 pp., 45c. Christopher Sower Co., Philadelphia.

The author, as professor in the state normal school of Pennsylvania, has long made a study of literature. It is one thing to discourse on literature; it is another thing to present the entire subject in a condensed and systematic form. The literature of England is presented in nine periods, — from the age of Chaucer to the Victorian age; that of America in three periods, — the Colonial, the Revolutionary, and the National. Poetry is classified, — epic, dramatic, etc. Prose is classified, — history, biography, novels, etc. There are eight kinds of the former, nine of the latter. Under each period the leading writers are quite fully noticed. Briefer mention is made of others less prominent. Something of the history of each age is given, with the conditions that led to the writing. Writers and their works are characterized with evident care to

state the plain truth. Much of Byron's writings are "not fit to be read." Saxe's humor "is not of the highest kind, but is good of its kind." Of Celia Thaxter's "There was but one string to her lyre." Miller's poems are often "unnatural and extravagant but there is in them a certain wild freedom

and passion in perfect keeping with the life and scenery with which he was familiar." Mrs. Ward, in *Gates Ajar*, "indulges in some rather bold speculations as to the future life. The thread of the story is very slight." Walt Whitman "is regarded by some as a great poet; by others as no poet at all."

The book contains several hundred brief selections for memorizing, and a very full index to authors and to the selections, and a list of assumed names of writers. The student of literature who has not an unlimited library and has only limited time will find this compact little book very serviceable.

SELECT DOCUMENTS, 1776-1861. Edited by William Macdonald. Octavo, cloth, 465 pp., \$2.25. The Macmillan Co., London, New York, Chicago.

The editor is Professor of History and Political Economy in Bowdoin College. Memorizing the statements in the text-book is not the most important thing in the study of history. Prof. Macdonald attaches importance to the habit of referring to authorities and making original researches. The text-book often gives little more than the outline of events. Motives for action and governing principles must be sought for in original documents. His students having profited by having access to these sources of information the editor has prepared this collection of nearly one hundred important documents illustrative of American history from the Declaration of Independence to the Constitution of the Confederate States. Each is prefaced by a historical note and a list of references. These notes are of great value. We have the text of treaties, the Virginia and Kentucky resolutions, and the proceedings of the Hartford convention, special messages of Presidents, and many papers seldom accessible in places not provided with extensive libraries. A copy of this book should be in every school library. W. H. B.



MR. JEROME E. MORSE.
Vice President and Treasurer of The Morse Company, New York.



Collecting Twice.

PUBLISHER:—Look here, Mr. Bowman, this is the second time you have presented this bill. I have paid it once.

BOWMAN:—It must be the fault of my bookkeeper. He keeps books by the double entry system published by your firm.

A SCHOOL HISTORY OF THE UNITED STATES. By John Bach McMaster, Professor of American History in the University of Pennsylvania. Cloth, 476 pp., Appendix 31 pp. \$1.00. American Book Company.

We cannot have too many good histories of the United States. This is a good history. The discoveries, settlements, formation of governments, military campaigns are narrated as if by one who had been an interested eye-witness of what he describes.

The period of settlement and colonial growth is treated as the childhood of the nation. Those things are specially mentioned that have an important influence on subsequent history. Scarcely was the war of the Revolution over and independence secured when the best energies of our wisest men were necessary to save what had been secured: the constitution was adopted. Then came the French Revolution involving the nations of Europe, and this country again had to avoid foreign entanglements and again to maintain itself. Then began the period of migrations to the West, industrial growth and the development of our resources. This period is treated as its importance deserves, with its mechanical inventions, the changes in the manner of living, and the new conditions calling forth the intelligent efforts of the people.

Political movements and party platforms are stated briefly but clearly. So with military campaigns. Leaders, political and military, are set before the reader so that he sees them as they really were. The easy style of the book, with its familiar expressions, helps this clear understanding of men and events. Summaries for review, many attractive maps and other illustrations add to the interest of the reader, and the value of the book. The appendix contains the Declaration of Independence, the Constitution, and a very full index.

MENTAL ARITHMETIC. By William T. Milne, LL.D., President of New York State Normal College, Albany. Cloth, 12mo., 176 pp., 35c. American Book Co., New York and Chicago.

This well arranged text will be of great use in our schools as a teacher's hand-book. It will be found convenient for written exercises though primarily intended for mental work. It contains a great variety of problems extremely well graded, and while "conundrums" are not much in evidence, yet the whole field of practical arithmetic is well covered. The chapters on fractions and percentage should be in the hands of every graded school teacher. None of the examples are tedious, and therefore pupils are offered the advantage of learning principles and methods of solution without unnecessary loss of time.

D. H.

DEMOCRACY AND OTHER PAPERS. By James Russell Lowell. Published by Houghton, Mifflin & Co., Boston, New York, and Chicago. Price 15c.

This little volume in the Riverside Literature Series, contains three excellent papers, namely, Democracy, Condescension in Foreigners, and The Study of Modern Languages. Anyone will find this number wholly satisfying to his taste. It is exceedingly well edited.

LITERARY ITEM.

The University Publishing Co., 43-47 East Tenth St., New York, announce the following additions to their Standard Literature Series, which now includes thirty numbers: "Pilgrim's Progress" (condensed), John Bunyan, with notes by Prof. Edward Everett Hale, Jr., Ph.D., is the March number. "Black Beauty," by Anna Sewell, is the April issue. "The Yemassee," by William Gilmore Simms, will be published in May, and "Westward Ho!" by Charles Kingsley, will be ready in June. Other numbers in preparation are the following: "Silas Marner," George Eliot; "Last Days of Pompeii," Bulwer Lytton; "Dutchman's Fireside," James K. Paulding; "Cosette," from Les Misérables, Victor Hugo; "Tour Around the World in Eighty Days," Jules Verne; "Three Musketeers," Alexandre Dumas, and "Swiss Family Robinson." Send for complete circular with contents.

We have received a copy of the initial number of the Bulletin of "Eclectic Shorthand," an attractive monthly magazine published by Scott, Foresman & Co. The paper contains many strong, effective articles, one of which, "Shorthand in the Public Schools," by F. W. Cooley, superintendent of public schools, Calumet, Mich., we take the liberty to quote below:

"People in general are becoming more and more convinced that the work of the public schools is to educate the masses of young people for active business life, and the few for advanced studies in the universities. This accounts for the marked change in the courses of studies during the past few years.

"The commercial department, which a short time ago was almost entirely unknown to high schools, is to-day to be found in almost every reputable school. This department, more than all others combined, has served as an incentive to young men and women to continue in school for a longer period, and as a consequence, the enrollment in high schools has increased 100 per cent. faster than any other department.

"The Calumet high school, a few years ago, enrolled forty pupils; to-day it has an enrollment of 200, with about one-third this number in the commercial department.

"The course covers stenography and typewriting, as well as the more common branches in commercial schools. In stenography the Eclectic system is in use, and its simplicity appeals to the beginner, while its brevity and legibility render it available for all purposes. We would not exchange it for any other. It is good enough for us, and we are not satisfied with anything of medium merit."

The April Century is to contain a number of articles on Pennsylvania coal mining, one of them by Jay Hambridge, the artist, who contributes "An Artist's Impressions of the Colliery Region." The illustrations include views in Lattimer, where the recent strikes occurred, and Mr. Hambridge has made a great number of interesting sketches of the many types of people that he found in the collieries. The Italians are called "Hikes," and the other foreigners Slovaks, Polacks, etc., are grouped under the name of "Hunks."

Gordy's Lessons in Psychology has just appeared from the press under the auspices of Hinds & Noble, under the title of "Gordy's New Psychology." The book has been rewritten and enlarged by the addition of chapters on physiological psychology and appears in an entirely new typographical dress, being printed from new type throughout. The former price, \$1.25, has not been increased. Of the earlier edition 20,000 copies were sold.

BOOKS RECEIVED.

Outlines of Descriptive Psychology. By George Trumbull Ladd. Published by Chas. Scribner's Sons, New York City. Price \$1.50 net.

A Primer of Psychology. By Edward Bradford Titchener. Published by The Macmillan Co., New York City. Price \$1.00.

Horace Mann. By B. A. Hinsdale. Published by Charles Scribner's Sons, New York City. Price \$1.00 net.

Outlines of Sociology. By Lester F. Ward. Published by The Macmillan Co., New York City. Price \$2.00.

Educational Music Course. Fifth and Sixth Reader. By Luther Whiting Mason, James McLaughlin, George A. Veazie, and W. W. Gilchrist. Published by Ginn & Co., Boston, Mass. Price Fifth 40c, Sixth 70c.

First Lessons with Plants. By L. H. Bailey. Published by The Macmillan Co., New York City. Price 40c.

Laboratory Manual in Practical Botany. By Charles H. Clark, A. M., D. Sc. Published by The American Book Co., New York City, Chicago, and Cincinnati.

New Astronomy. By Prof. David P. Todd, M.A., Ph. D. Published by The American Book Co., New York City, Chicago, and Cincinnati.

Stepping Stones to Literature. A Reader for the Fifth Grades. By Sarah Louise Arnold and Charles B. Gilbert. Published by Silver, Burdett & Co., New York, Boston, and Chicago.

The Great Debate. Hayne and Webster. By Lindsay Swift. Published by Houghton, Mifflin & Co., New York City, Boston, and Chicago.

Lakeside Literature. Copyright by The Western Publishing House, Chicago, Ill.

A Reformed Alphabet designed to facilitate The Art of Learning to Read. By R. W. Leftwich. Published by Isaac Pitman & Sons, 33 Union Square, New York City. Price 10c.

What is a Bank? By Wm. C. Cornwell. Proposed to be published by the American Bankers' Association on "Information as to the Usefulness of Banks," Buffalo, New York.

Educational Talks. The Improvement of the Service. By J. E. King. Compliments of Williams and Rogers, Rochester, N. Y., and Chicago, Ill.

Principles of Grammar. By Herbert J. Davenport, and Anna M. Emerson. Published by The Macmillan Co., New York City. Price 65c. For sale by Des Forges, Milwaukee Wis.

Application of Psychology to Education. By Johann Friederich Herbart, with notes and an introduction to the study of Herbart by Beatrice C. Mulliner. Imported by Charles Scribner's Sons, New York City. Price \$1.00. For sale by Des Forges, Milwaukee, Wis.

Schiller's Mary Stuart. Translated from the German with an introduction by Edward Brooks, Jr. Published by David McKay, 1022 Market St., Philadelphia, Pa. Price 50c.

Schiller's William Tell. Translated in the original metre by Theo. Martin, LL.D. Published by David McKay, 1022 Market St., Philadelphia Pa. Price 50c.

Goethe's Faust, part one. Translated by Anna Swanswick. Published by David McKay, 1022 Market St., Philadelphia, Pa. Price 50c.

Aids to the Devout Life. Reprinted from "The Outlook." Published by Longmans, Green & Co., New York City.

The Message of the World's Religions. Reprinted from "Outlook." Published by Longmans, Green & Co., New York City.

Games without Music for Children. By Lois Bates. Published by Longmans, Green & Co., New York City.

Riverside Literature Series, Democracy and other Papers. By James Russel Lowell. Published by Houghton, Mifflin & Co., New York, Boston, and Chicago. Published monthly from September to June. Single numbers 15c, yearly subscription (9 numbers) \$1.35.

Rational Home Gymnastics. By Hartwig Nissen. Published by Richard Badger & Co., Boston, Mass. Price \$1.00.

Stepping Stones to Literature. Sixth Reader. By Sarah Louise Arnold and Charles B. Gilbert. Published by Silver, Burdett & Co., New York, Chicago, Philadelphia.

Psychological Foundations of Education. By William T. Harris. Published by D. Appleton & Co., New York City.

German Grammar with Exercises. By Hjalmar Edgren, Ph. D., and Laurence Fossler, A. M. Published by The American Book Co., New York, Cincinnati, and Chicago.

Applied Physiology. Advanced by Frank Overton, M. D. Published by the American Book Co., New York, Cincinnati, and Chicago.

Graded Work in Arithmetic. First, Second, Third, and Fourth years. Published by the American Book Co., New York, Cincinnati, and Chicago.

Story of Aeneas. By M. Clarke. Published by The American Book Co., New York, Cincinnati, and Chicago.

MAGAZINES RECEIVED.

The Atlantic Monthly for March. Published by Houghton, Mifflin & Co., No. 11 E. Seventeenth St., New York. Price 35c. per copy, \$4 a year.

Harper's Magazine for March. Published by Harper & Bros., New York and London. Price 35c.

Scribner's Magazine for March. Published by Charles Scribner's Sons, New York. Price 25c.

The Arena for March. Edited by John Clark Ridpath. Published by Arena Publishing Co., Copley Square, Boston. Price 25c. per copy, \$2.50 per annum.

The Forum for March. Published by the Forum Publishing Co., New York. Price 35c., \$3 a year.

The Cosmopolitan for March. Published by The Metropolitan Publishing Co., Walker, Irvington, New York. Price 10c per copy, \$1 per year.

The American Monthly Review of Reviews for March. Edited by Albert Shaw. Published by the Review of Reviews Co., 13 Astor Place, New York. Price 25c., \$2.50 a year.

Book Reviews for March. Published by the Macmillan Co., No. 66 Fifth Ave., New York City. Price 5c. per copy, yearly subscription 50 cents.

Kindergarten Review for March. A Monthly Magazine. Published by Milton Bradley Co., Springfield, Mass. Price \$2 per year.

PUBLICATIONS.

Iowa School Report 1896-1897. Printed by order of the General Assembly. F. R. Conaway, state printer. Des Moines, Ia.

Regents' Bulletin. Secretary's Report, 1897, U. S. N. Y. Price 20c.

New York State Library Bulletin. Summary and Index of Legislation by states in 1897. University of the State of New York 1898. Price 25c.

Bulletin of Eclectic Shorthand for March, 1898. Published by Scott, Foresman & Co., 378 and 388 Wabash Ave., Chicago Ill.

Virginia School Report 1896-7. J. H. O'Brien, Supt. of Public Printing, Richmond, Pa.

Pictures for School-Room Decoration. Published by The Prang Educational Co., Boston, New York, and Chicago.

Harrisburg Public Schools, 1897. Published by The News Book and Job Printing House, Harrisburg, Pa.



Jucundum nihil est, nisi quod reficit varietas.—Lord Bacon.

OUT IN THE COLD.

In the early part of the year 1887, and during the book-war between Van Antwerp, Bragg & Co. and the Standard School Book Co., in Missouri, it was my lot to assist the agent of the former company in recovering the trade in such towns and school districts in that state as had adopted the Standard Readers and Arithmetics. I was supplied with a list of places to be visited, with special instructions to go immediately to a certain town in Charitan county that had adopted the Standard books. The town was located on the C. & A. railroad, and was supposed to contain several hundred inhabitants. With visions of comfortable hotel accommodations, I took the night express out of St. Louis, due to reach my objective point about midnight. The look of pity on the kindly face of the conductor as he took my ticket and looked at my large grip full of sample school books, haunted me for a long time after, as did also the smile on the brakeman's face as he called out the name of the station. But I failed to realize the cause until the train came to a stop, in what appeared to me a dense forest in the Charitan bottoms, and the brakeman shouted the name of my station. In the moment I was out of the car and on the platform looking for the depot. A swing of the conductor's lantern and I was completely alone in the midst of the forest with not a ray of light from any quarter. It had rained for two or three days and was still raining and cold. There was no depot, simply a platform for the accommodation of the few passengers that occasionally boarded the train at this point. It was too dark to even see the platform and I was compelled to adopt the alternative of wandering around in the woods or standing almost in one place for nearly six long hours, as a kind of sentinel keeping guard over my samples. But day light came at last and I was enabled to distinguish objects around me. There was not a slightest evidence of a town anywhere in sight, nor for miles in either direction on the railroad. The only evidence of civilization was a wood-pile near the track. Upon this I placed my grip of samples and struck out on foot through the bottoms following a wagon road. After going about two miles I came in sight of a few scattered houses that proved to be the object of my search, and I think I must have been the sorriest looking book-agent that ever invaded the precincts of a private dwelling—for there was no hotel and but one store in the place. It was some little time before I could convince the three members of the school board that I was really an agent of Van Antwerp, Bragg & Co. But after thawing and drying out and sending to the wood-pile for my samples, and supplying each member of the board with a full set of samples of McGuffey's Readers and Ray's Arithmetics, the work was soon completed. But I was compelled to travel in a road-cart seven miles to the nearest town having hotel accommodations.—T. J. H.

Jerome E. Morse, vice-president and treasurer of The Morse Company, New York, has during the past year become a familiar figure at educational gatherings. He is a cultured gentleman, whose genial manner and courteous consideration for those about him have won his many friends. Mr. Morse has been successful as a general publisher, and only during recent years has he turned his attention to educational books.

John C. Ellis, who served for some time as manager for E. H. Butler, at Chicago, has resumed his former position with the American Book Co.

O. P. Barnes, the western representative of Ginn & Co., spent a month's vacation in Pennsylvania. Mr. Barnes is the well known champion of the title "book advocates."

Robert Foresman, of the Scott, Foresman Co., Chicago, recently delivered an address on "The Philosophy of Music Teaching in the Schools," to the teachers of Superior, Wis. Mr. Foresman is originator of a new system of music teaching.

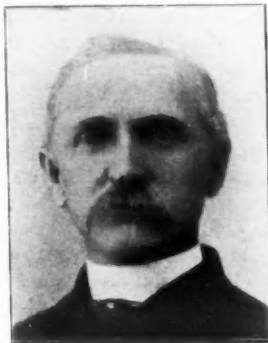
Wm. Riddle, the bookman, and author of "Nicholas Comenius," recently gave a dinner to a number of his friends, on the occasion of his sixty-first birthday. Col. John A. M. Passmore, and Harry M. Trask were among the guests.

Turner W. Clanton, of Atlanta, represents the southern branch of Rand, McNally & Co. The manager of this branch is J. H. Stiff, whose offices are located 401 and 404 Norcross building, Atlanta.

L. L. Naramore, of the Milton, Bradley Co., was recently blessed with twin-boys. The congratulations which have come to him have in all instances been doubly warm, and doubly hopeful for the quiet and happiness of the Naramore home.

Mr. J. H. McInnes, formerly with Baker & Taylor, now with Sheldon & Co., was elected an alderman in Brooklyn, on the Republican ticket. It is claimed by his friends that he will make a splendid record for himself. Mack is very popular.

Mr. J. E. Dorland, of Louisville, the popular representative of the American Book Co., has mingled with the people of southwest Kentucky so long that he has become an indispensable factor among them. Mr. Dorland conducts the book business on a high, manly plain and in a business-like manner. He is the friend of every true teacher, and a visit from him is always hailed with delight by them. Educated, refined, prudent, warm hearted, progressive, he is the



J. E. DORLAND,
American Book Co.,
Louisville, Ky.

prince of good fellows and grows more popular every day. The upright manner in which he does his work has made thousands of friends for him and thousands of dollars for the great publishing house he represents.

W. E. Pulsifer, D. C. Heath & Co., New York: "It is said in classic literature that 'A rose by any other name would smell as sweet.' Changing the name of the rose does not change its odor or its beauty. Changing the name 'book agent' to 'book advocate' will not change the character of the individual. There are agents and agents. There is the subscription book agent who is sometimes a gentleman but more often a nuisance. There is the school-book agent who is a good deal more often a gentleman than he is a nuisance. It would be well if some title could be given to the school-book agent to distinguish him from the subscription book agent. The two men belong to an entirely different class. I never had, when I was a school-book agent, the least sensitiveness in regard to the name or was unwilling to be known as a school-book agent. The man dignifies the name not the name the man."

Lucien V. La Taste, University Publishing Co., Montgomery, Ala.: "I do not think the title, 'book agent' appropriate, for the reason that a representative of a publishing house is not, simply, an agent for the books of that house. Persons who speak without thinking make the mistake of overlooking this distinction. I do not think the change to 'book advocate,' would be an improvement over 'book agent,' for the reason above given. The suggestion as to the change is harmless, but childish. When I was younger I thought some on this subject, but I have since I have put away childish

things, found it much more profitable to pay more attention to putting in the books of the University Publishing Co. After all, this from my point of view, is the surest way to correct little errors of expression incident to lack of information. I am still doing business at the old stand, whether I am called 'agent,' 'advocate,' or 'Minister Plenipotentiary,' from the University Publishing Co."

H. W. Fishell, E. H. Butler & Co., Harrisburg, Pa.: "I have for twenty years been engaged in introducing into the schools of the United States good textbooks, those of Harper & Bros., and for the last eight years those of the enterprising firm of E. H. Butler & Co., Philadelphia, and in all that time have thought of the need of just such a paper as you are making of the SCHOOL BOARD JOURNAL. You are putting before us the pictures of familiar colleagues and adversaries whom we do not see sometimes for several years at a time, recalls many pleasant associations and aggressive contests that act as a gentle stimulus in pushing out for new victories. I like the discussions you print on 'book agent,' the title for a subscription book canvasser, but not the proper title for those who do a greatly different sort of work and require more tact, skill, and business knowledge ten times over than does he who takes names for subscription books, and yet I am not unmindful that many of these canvassers are polished, able and successful business men. Advocate is better but is not the proper word. The best and most expressive title I can recall at the moment is 'school book man,' with the emphasis on school. I have no doubt, however, that some of the 'boys' in the 'profess' will canvass their fertile imaginations until they find the word that is just right."

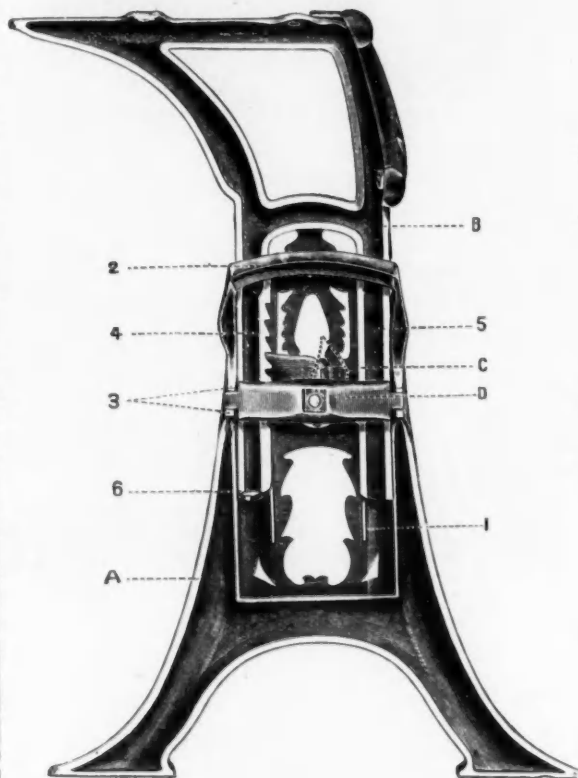
Captain Charles D. Sigsbee, of the ill-starred warship, the Maine, has no greater admirer in America than Frederick A. Lorenz, president of the Central School Supply House, and a member of the National Geographical Society. Mr. Lorenz, in speaking of him, said: "No man ever better earned or deserved the thanks of Congress. Not only is he a gallant commander with a cool head and an iron nerve, as displayed in the recent catastrophe in Havana's harbor, but he is also an officer whose nautical inventions and scientific achievements have been internationally recognized. Moreover, he is a genial companion, much sought after in social life, and a brilliant conversationalist."



SHE (formerly a school teacher): Before you married me you gave me to understand you were well off.

BOOKMAN: I was, but I didn't know it.

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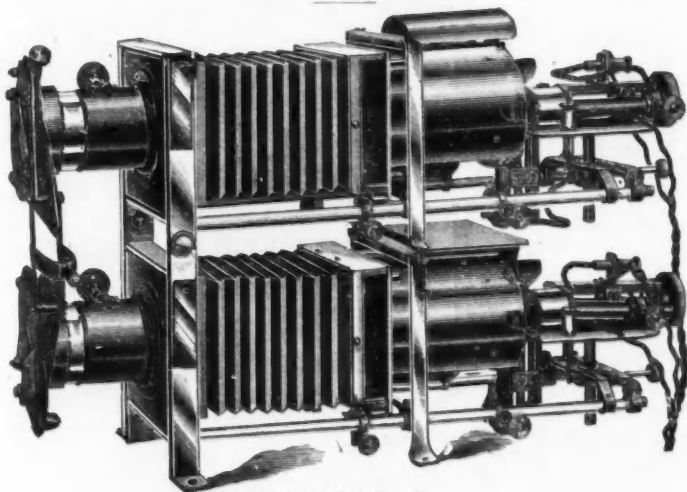
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times the usual amount of current passed, and the insulation will stand 500 volts indefinitely without injury. The metal hood which nearly surrounds the arc answers a double purpose, inasmuch as it excludes all light from the room and absorbs the heat and dissipates the same to other points than the condensing lenses. Peep holes in these hoods, covered with mica, enable the operator to examine the arc at all times. Another novel feature of this apparatus is the mechanical shutter by the use of which dissolving effects are produced equal in every way to those obtained by the lime light.

Provision has been made for the use of the microscope and attachment, vertical attachment with lenses, water cells, etc., for chemical and physical laboratory use. The slide carrier and bellows are detachable at the condensing

lenses, thus providing space for the introduction of the above mentioned apparatus. The bellows have a sufficient extension for the use of objective lenses varying in focus from 3 to 12 inches. The whole apparatus is finely finished in nickel with burnished brass trimmings, and the general construction is such that with ordinary care it should last a lifetime.

The lanterns are provided with microscopic registering devices, both horizontal and vertical; hence it is possible to exhibit any mechanical effects with perfect accuracy.

The Pratt Teachers' Agency, 70 Fifth avenue, New York, notice of which appears elsewhere in this issue, will appeal to many, because of their acquaintance with its Manager, Mr. Wm. V. Pratt. Mr.

Pratt has for several years past been one of the New York managers of the Fisk Agency, and previous to this he was engaged in educational work in the public schools of Massachusetts, and Pratt Institute, Brooklyn, N. Y. During the World's Fair he was Superintendent of Education in the Liberal Arts Department. His wide acquaintance with schools and teachers, his practical experience in educational work especially fit him for the business of a Teachers' Agency.

A VALUABLE BOOK.

We take pleasure in publishing the following letter from Francis Willard regarding the excellent literary work, "American and British Authors," by Professor Frank V. Irish. This book deserves the examination and commendation of every teacher of literature.

EDITOR.

FRANK V. IRISH, Columbus, O.:

KIND FRIEND—I think it would please you if you could know how much your "American and British Authors" is appreciated by a group of cultivated women, with whom I am making my home at present, and who agree with me that it has rare merits. In the first place it is an "all around" book. It packs more knowledge, insight and inspiration into 340 pages than any other compendium that I have ever seen. It has no end of well chosen touches or details, that help bring the picture into strong relief, and they are such touches as no one could have put in, except with love. Indeed, the crowning value of the book is the sense one has from the first page to the last, that its author has not only a clear seeing eye, but a refinement and liveliness of imagination and heart that make the poets and romancers his most congenial company.

I look upon it as an admirable text-book for schools and colleges, and just the book for homes and young people because it is sure to inspire them with a love for what is purest and best in literature.

The book did not arrive early enough for me to speak of it in the National Convention, but you may make what use you please of this letter. Kindly send me another copy, and also a copy of your "Treasured Thoughts" with the bill and believe me,

One who is glad to know that you lived and worked in a fashion so brotherly,
December 1, 1896.

FRANCES E. WILLARD.

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MRS. BOIES: Don't you find it a great relief to have the children at school again?

MRS. GASWELL: Well, it would be if they didn't learn so many new questions to ask.



SERVANT (entering the room of the professor who is absorbed in his work): Professor, the telephone is calling.

PROFESSOR: Show him in, please.

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AGENTS CAN MAKE MONEY.

Address, A. H. GRAIG, Mukwonago, Wis.

Johnny's Meals.

"Why, Johnny, what made you late this morning?" asked the school teacher of a wee boy in kilts.

"Had to eat my supper."

"Supper" in the morning, Johnny? Oh no, you forget: now what's the first meal you eat every morning?"

"Oat-meal!" replied Johnny: "that's what I eat for my supper every morning!"

LITTLE SISTER: Any new studies this term?

LITTLE BROTHER: One—Elocution.

What's that?

Its learnin' how to read a thing so it will sound as if you was at the other end of a drainpipe.

PROFESSOR (drinking his coffee while writing): Your coffee is frightful this morning.

WIFE (examining the liquid): The coffee is good—but you have been drinking out of the ink bottle.

TEACHER: Those who live good and virtuous lives find their reward in Heaven. What happens to those who lead wicked lives.

"They have to pay papa to defend them in the courts," replied a little boy whose father is one of the most prominent lawyers of New York.

Why Little Willie Wept.

VISITOR: What are you crying about, my little man?

LITTLE WILLIE: All my brothers haz got a holiday, and I hain't got none.

VISITOR: Why, that's too bad! How is that?

LITTLE WILLIE (between sobs): I don't go to school yet.

A Peculiar Case.

MRS. WILLIAMS: Oh, Mortimer, I do not know what is the matter with Willie!

MR. WILLIAMS: Is he sick this morning?

MRS. WILLIAMS (perplexed): Well, he has the stomach ache and yet this is Saturday, and there isn't any school.

YOUNG PROFESSOR: You are getting prettier every day.

SWEET GIRL: Just now I am living on brown bread and water to improve my complexion.

YOUNG PROFESSOR: How long can you keep that up?

SWEET GIRL: O, indefinitely.

YOUNG PROFESSOR: Then let's get married.

Difference.

The teacher asked the class where-in lay the difference in meaning between the words "sufficient" and "enough."

"Sufficient," answered Willie, "is when mother thinks it's time I stopped eating pie; 'enough' is when I think it is."

F. S. ALLEN.

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only
award given
for
Plans of School
Buildings
at the
World's Fair,
1895.

JOLIET, ILL.



MOTHER: The idea! Decline a young student and accept a sage! The professor is old enough to be your grandfather. How could you accept him?

DAUGHTER: You see, I was not prepared with my answers.

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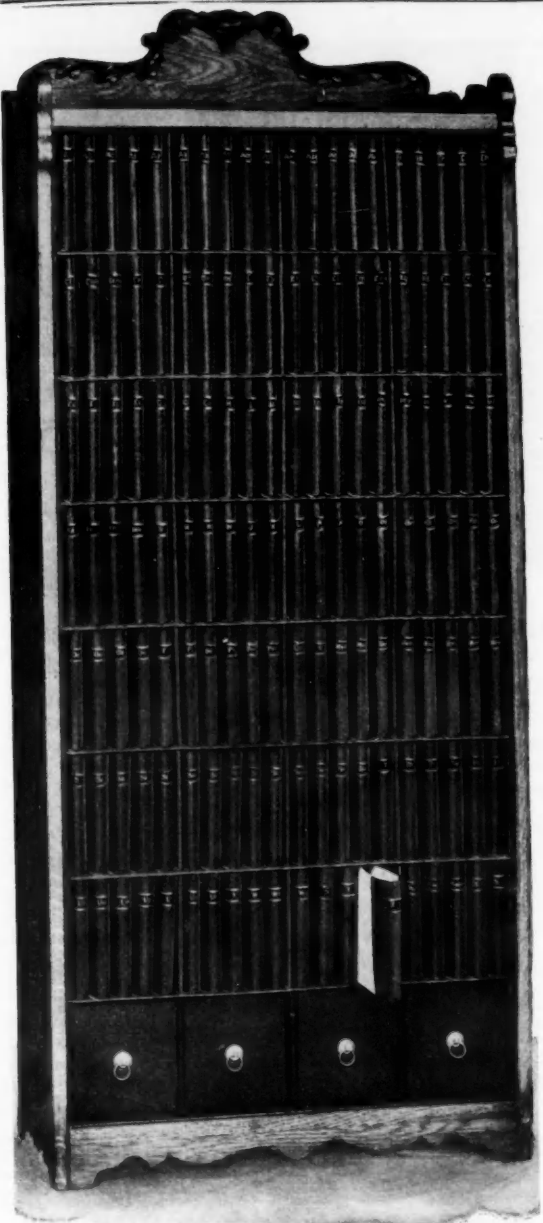
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THE ADOPTION OF TEXT BOOKS.

ADDRESS DELIVERED BY FRANK M. HOYT, BEFORE
THE WISCONSIN ASSOCIATION OF
SCHOOL BOARDS.

The importance of the subject appears when it is considered that the choice of a text book made by the school board is obligatory upon thousands of parents and children, and that the decision once made is irrevocable for five years. It is evident, therefore, that the selection calls for careful and painstaking examination of the books submitted, and the exercise of the wisest judgment in reaching a conclusion.

We all understand that it is not sufficient to simply place proper books in the hands of the scholars; that their progress depends in a very large degree upon the ability and energy of the teacher; that it matters little how perfect the text-book may be if the teacher lacks the important faculty of conveying to and impressing upon the children a thorough knowledge of the subject of which the text-book treats. But, on the other hand, it is equally apparent, that unless the text-book supplements the efforts of the teacher, however able the latter may be, the most desirable results are not obtained.

However difficult in application, the general principles which should govern in the selection of text-books are quite plain. The ideal book should be clear in thought and simple in language; it should lead from simple and elementary ideas to the more complex, gradually and logically. The examples given with any particular rule should so illustrate its meaning and purposes as to keep them clearly impressed upon the scholar's mind. He should be made to appreciate the fact that the rule is something more than a mere formula which, when applied to certain facts, bring certain results; that it is the expression of a living principle which, when applied to these facts, necessarily and logically brings about the result by a process which is perfectly clear and comprehensible to him.

The scholars of the present day may be congratulated upon the great advance which has taken place in the character of text-books. Those of us who, as laymen, have had our attention called to this subject by being members of the school board, are struck with the marvelous improvements which the text-books now used possess over those which were in vogue at the time when we were children.

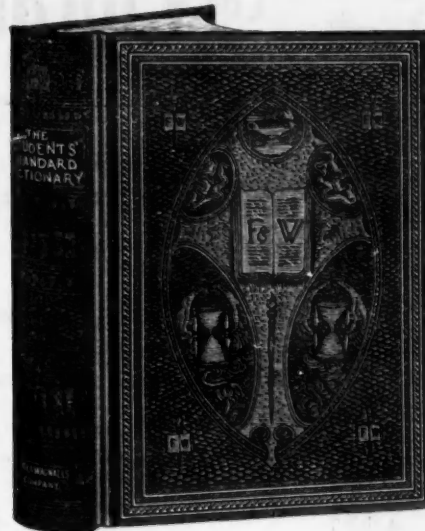
In lucidity of expression, in conciseness of matter, and in general attractiveness the books used nowadays are far in advance of those over which we used to pore. A German friend of mine recently stated to me that in his opinion the school children of America possess the finest text-books in the world; that in no other country, not even in Germany, had so thorough an advance been made. After making all due allowance for the temptation to flatter that weakness of which all Americans are guilty, namely, the thought that they have the best of everything, I am convinced that there is much of truth in what this gentleman said to me. Of course, there is a distinct choice in some of the books offered, to our judgment, yet I think I am safe in saying that the great majority of them are fit and proper for the purpose for which they are written.

There has been considerable discussion, and there is, I understand, a wide variance of opinion as to whether or not the choice of text-books should be left entirely and wholly to the teachers and professional educators. The argument of those who believe in the affirmative of this proposition is, that from their more intimate knowledge of the subject, their daily experience in the use of books, their constant contact with and study of the pupils, the

professional teachers are altogether best fitted to make the selection; that the subject is outside of the duties of the members of school boards; that the latter should be confined to the discharge of purely administrative functions like the selection of sites, the building of school-houses, the purchasing and providing of materials, etc.

There is much reason in these suggestions, but I doubt if they ought to be adopted to their full extent, and for this reason: I freely concede that the opinions of teachers are entitled to the greatest weight, and, if unanimous, to a controlling weight; but in case of conflict it seems to me that the ultimate decision may be safely left to the members of the board. In case of such differences of opinion among teachers (and it usually exists) the members of the board (assuming, as we must assume, that they are persons reasonably intelligent and willing to pay serious attention to the matters submitted to them) are certainly competent to weigh and pass judgment upon the conflicting arguments advanced, and they are less likely to be affected with the prejudices in favor of particular systems to which teachers, like all other specialists, are necessarily subject.

Under the statute under which the Milwaukee school board is acting, the questions of text-book adoption are decided by a committee consisting of the president, the superintendent, assistant superintendent, and two members of the board. Its decision is subject to approval or rejection but not to modification by the board. The function of the board under the statute, as we construe it, is to either wholly accept or wholly reject the recommendation of the text-book committee. This practically places the whole power of selection, and with it the corresponding responsibility, upon the members of this committee. As will be seen from its constitution, two of the members of the committee are professional teachers, and in the event of a division of opinion it is only necessary for the professional part of the committee to secure the adherence of one of the laymen to bring about a majority report. In practice so far no final



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Webster's Academic	36,059	3,654	800	None	None	704	
Worcester's New Academic	35,773	1,000	266	None	None	688	

Boston Herald: "The Students' edition of the Standard, just issued, is to be preferred to all other dictionaries meant for office or desk use, and for scholars in high schools and academies. It is quite sufficient for the needs of nine readers in ten."

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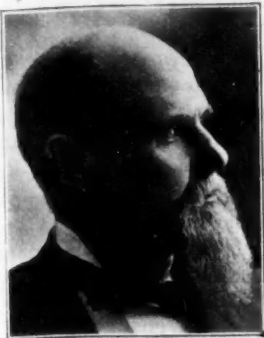
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difference of opinion has existed between the members of that committee upon the question of the adoption of any text-book.

The practice which has been determined upon by our committee is outlined in the following rule of the board: "When the adoption of any text-book is under consideration, publishers shall submit to every member of the board, and may submit to such teachers as they desire, copies of their text-books with written briefs or letters. Agents and representatives of book houses may be personally heard before committees of the board or at teachers' meetings. The board are opposed to all forms of personal, individual solicitation of any member of the board or of any teacher by publishers or their agents."

The last clause of this rule should not be considered in any way as reflecting on the character or business methods employed by the representatives of book houses. No occasion for any such reflection has arisen within the experience of the board. So far as I have met the "representatives, agents or advocates" (I believe the exact designation has not been settled upon) they are a singularly able, bright

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GIBSON CLARK, Esq.,
President Board of Education,
Cheyenne, Wyo.

lot of men, thoroughly posted in the good qualities of their own wares and keenly alive to the defects of those of their competitors. They are therefore valuable aids to teachers and school directors in calling attention to the merits and demerits of the rival book and in arriving at a just conclusion. But it is believed that the full benefit of their advice is better

obtained when they meet in open discussion and when they are aware that any fallacy in their reasoning will be quickly turned to their disadvantage by their competitors. The judgment formed after examination of the books and open discussion of their merits, will, it is apparent, be more correct than that which is formed after hearing one side only without the counterbalance of opposition. The teacher or director privately argued with is quite likely to come to conclusions and express them at variance with those which he will reach after fuller knowledge.

And it is therefore for the purpose of getting the benefit first, of the teacher's individual examination and judgment upon the book, and next of the common judgment of the teachers as a body after a full and open discussion, without hindrance from a disinclination of changing an opinion once expressed, that this rule has been thought advisable.

We believe that the practice suggested by the rule will be found acceptable to the book houses, for the reason that it secures them an impartial hearing at stated times, opportunity to meet and refute arguments of their opponents as well as advice to their own, and economizes the time and effort

necessary to bring their books to the attention of the teachers and of the board.

When these examinations have been made and the opinions and judgments of the teachers have been submitted, the matter is then taken up by the text-book committee and opportunity is given to all persons to be heard upon the subject. The committee then takes the matter under consideration and reaches its decision.

Of course, there are many cases where this full and complete procedure is not essential, but in the cases of the adoption of important text-books it is the one which the committee purpose to pursue, believing, as I have stated, that it is the one best fitted to bring about proper results.

The Potter & Putnam Company, New York City, incorporated under the laws of New York, has succeeded to the business of Potter & Putnam, educational publishers, dealers in school supplies and school furniture. Mr. Potter and Mr. Putnam will continue in active service in the corporation. Mr. Herbert J. Pratt, eight years with Dodd, Mead & Co., of this city, has become an active member of the Company. Having assumed the agency for the sale of school furniture and opera

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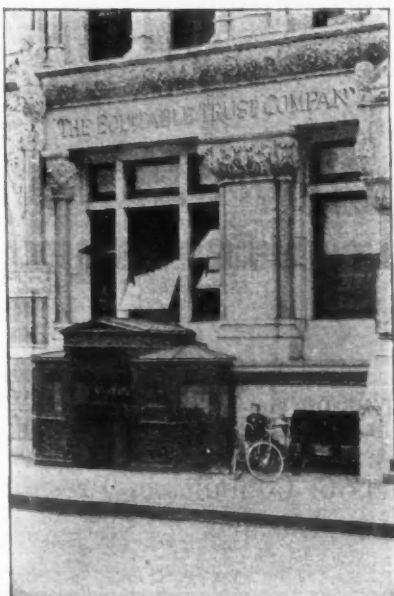
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chairs of Thomas Kane & Company. Mr. H. D. Warner, formerly of the Andrews-Demarest Seating Co., and the late manager of the Thomas Kane Co., will have charge of this department. The Buffalo office, in the Mooney-Brisbane building, will continue under the charge of Mr. H. D. Bacon, the present manager. The new company is officered by A. W. Potter as president, W. H. Putnam, vice president and treasurer, and H. J. Pratt, secretary.

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SPECIAL STUDIES.

Detroit, Mich. Mayor Maybury is a strong advocate of manual training in the public schools.

Duluth, Minn. The school board has decided that the children of the believers in Christian Science must take the study of physiology, whether they desire to do so or not.

Milwaukee. The school superintendent asserts that the teaching of bookkeeping in public schools has been productive of mischief and nothing else.

Gov. Mount, of Indiana, favors the giving of primary instructions in agriculture in the public schools.

Bellville, Ill. The board of education submitted the question of teaching temperance physiology in the public schools to a vote of the people and it was overwhelmingly defeated. Nearly the entire population is German or of German descent.

Galesburg, Ill. Dancing lessons are given in the

Lombard university. The institution is co-educational.

Mattawan, N. Y. The board of education disapproves of the practice of dissecting animals in the school rooms.

Atlantic City, N. J. A thorough business course is to be provided for the eighth and ninth grade pupils in the high school.

Baltimore, Md. The board is discussing the advisability of introducing typewriting machines into the schools.

Tacoma, Wash. A state law makes it compulsory that in the public schools there be taught physiology and hygiene, with special reference to the effect of alcoholic stimulants and narcotics on the human system.

Allegheny, Pa. The high school pupils prefer the study of German to that of Latin.

Pittsburg, Pa. The new curriculum provides for the addition of elementary algebra, civil government, and bookkeeping, to the ward school courses.

Rochester, N. Y. Cooking and sewing lessons are given in the public schools.

Chattanooga, Tenn. Miss Edith Maclure Love, a teacher of physical culture, has offered to introduce her system into the schools for the sum of \$250.

Toledo, O. It costs \$20,000 a year to manually train over 3,000 students.

St. Louis, Mo. The Spanish language is soon to be taught in the public schools.

Philadelphia, Pa. Supt. Brooks, in his annual report to the board of education, suggests that there be embodied in the high school curriculum a commercial course.

Coldwater, Minn. The board has purchased a human skeleton for uses of illustration before the pupils.

Chicago. The sum appropriated this year for the study of German is \$145,000.

Canton, Ill. A business course has been introduced in the schools.

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NEW SCHOOL BUILDINGS.

Berkeley, Cal. It is contemplated to erect a new \$60,000 high school.

Whittier, Cal. A new state school is to be erected here.

Hartford, Conn. A new eight-room school is to be constructed on Marshall street.

Stamford, Conn. It is contemplated to build a new school house.

New Haven, Conn. Architect F. A. Cooper has planned a four-room and hall addition to School street school.

Washington, D. C. A new eight-room school is to be constructed on Marshall street.

Wilmington, Del. Estimates for new school building asked for.

Independence, Kans. Work on the proposed new high school soon to commence.

Rock Island, Ill. Architects Drack & Kerns have prepared plans for additions and alterations to high school. Cost \$22,000.

Chicago, Ill. Architect Normand S. Patton, Schiller building, will prepare plans for two school buildings, to contain 22 rooms each, for the board of education.

Golden, Ill. A new school building.

Almo, Ind. A new four-room school house. Cost \$6000.

Lakeville, Ind. A new four-room school to be erected.

Hartford, Ind. A new school building.

Harris, Ind. A new two-room school house.

Keokuk, Ia. At a recent election \$8000 was voted for the erection of a new school.

Shelrock, Ia. The question of issuing bonds for the building of a new school house will be submitted to the people.

Ottumwa, Ia. The contract for building the high school awarded.

Callender, Ia. An election has been held for the purpose of voting bonds for a school house.

Westfield, Mass. A new eight-room school.

Malden, Mass. Contract for building new school awarded.

Waterville, Me. John Calvin Stevens, of Portland, Me., has been selected to draw plans for the new laboratory for Colby University, Waterville. It will be 120x80 ft. and two-stories.

Springfield, Mass. Bids for erecting the new Forest Park school have been asked.

Detroit, Mich. Architects Malcomson & Higginbotham, 53 Moffat building, have prepared plans for school house for the board of education. To be 110x70 feet and two-stories high. Cost \$30,000.

Fulton, Mich. A new school house. Write J. F. Schultz, Middletown.

White Bear, Minn. A new school is to be built near Bald Eagle.

Cloquet, Minn. A new school to be built this summer.

Minneapolis, Minn. Architects Orff & Guilbert, Lumber Exchange, have plans for a new schoolhouse at Atwater, Minn., and another at Vinton, Ia.

St. Cloud, Minn. The question of erecting two school buildings to cost \$25,000, will be submitted to a vote of the people.

St. Louis, Mo. Write W. B. Ittner regarding new school buildings.

Cranford, N. J. Contract for erecting a new primary school awarded.

Elkwood, N. Dak. A new school house.

Brooklyn, N. Y. Architects Johnson & Helme, 322 Rodney street, have prepared plans for an addition to the school on Third street, between Driggs and Bedford avenues.

Johnstown, N. Y. A new school to be erected.

Niagara, N. Y. Proposals have been received for the building of a school house, after plans by architects Orchard & Joralemon, Gluck building.

Hamler, O. A new four-room school.

Philadelphia, Pa. Architect Joseph Anschutz is preparing plans for a school building for the board of education. To be 50x165 feet and three-stories. Cost \$60,000.

Mt. Olivet, Pa. This borough voted to erect a new school.

Pittsburg, Pa. Architect C. M. Bartberger has prepared plans for a new \$10,000 school.

Wilkesbarre, Pa. Competitive plans have been submitted for a ten-room school building.

Charleroi, Pa. A new \$25,000 school house is agitating the citizens.

Rapid City, S. D. Bids for constructing a new school asked for.

Plankinton, S. D. A new school house to be built.

West Branch, Mich. A new school.

Dodge Center, Minn. It has been finally settled to erect a new school house this summer.

Evanston, Ill. It is contemplated to erect a new \$30,000 school house.

Chicago, Ill. The proposed cost of the North Division high school, \$350,000, has been reduced to \$100,000.

St. Louis, Mo. The new Shepherd school will soon be in course of erection.

Arsenal, Conn. A new sixteen-room school to be erected.

Troy, N. Y. It is proposed to erect a new high school.

West Pittston, Pa. The handsome new school building has been formally dedicated.

Louisville, Ky. Contracts for the building of the new Hill street school awarded.

Comstock, Mich. A new school.

Philadelphia, Pa. A new school in the Twenty-eighth ward.

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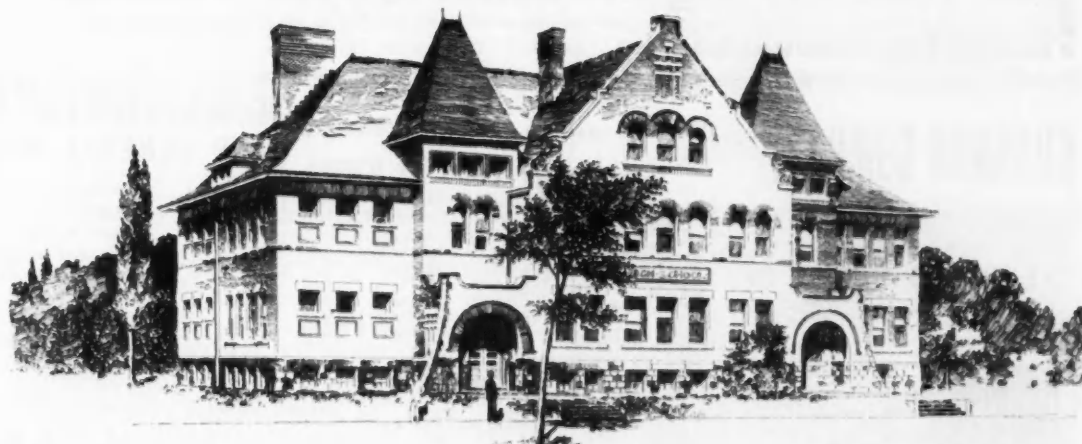
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LIBRARY INDISPENSABLES.

No library, private, or public, or school, is considered complete without its shelf or shelves of reference books. There is a peculiar need for such books in school libraries, where hundreds of questions arise daily, calling for prompt and authoritative decision. From the press of one publishing house, that of Messrs. Harper & Bros., New York, has issued an array of dictionaries and works of reference, remarkable not only as to number, but also as to their standard character.

"Harper's Dictionary of Classical Literature and Antiquities," the latest of these works, has at once taken its place as the standard. Edited by Harry Thurston Peck, Professor of the Latin Language and Literature in Columbia University, with the cooperation of many special contributors, this work, within the limits of some 1,600 pages, combines in a single alphabet material which hitherto the student has been obliged to seek in several separate and expensive volumes. Careful attention has been given to the proper pictorial presentation of subjects, the work containing about 1,600 illustrations. Closely associated with the "Classical Dictionary" are "Harper's Latin Dictionary," and Liddell & Scott's "Greek Lexicon." Both of these works have been accepted for many years as standards, and there are no other publications approaching them in com-

pleteness or authority. Constant revision has kept both works entirely up to date and no student of the Classics can well afford to be without these unrivaled lexicons.

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terms, numerous familiar terms, and copious selection of Old English words. To students of the new Testament is offered Thayer's "Greek-English Lexicon of the New Testament." The author is the Bussey Professor of New Testament Criticism and Interpretation at Harvard, and his work is the recognized standard in its department. The above Books of Reference form an invaluable library in themselves and should fill a shelf in every library designed for the use of teachers and students.

The annual meeting of the Western Drawing Teachers' Association will be held at Detroit, Mich., May 4-6, in the Central high school building. For particulars address Miss Myra Jones, Chairman Ex. Com., W. D. T. A., Windermere, Detroit, Mich.

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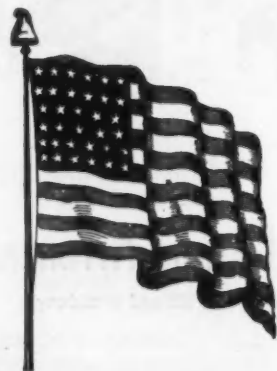
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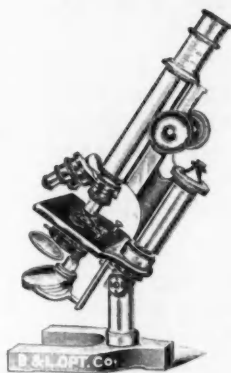
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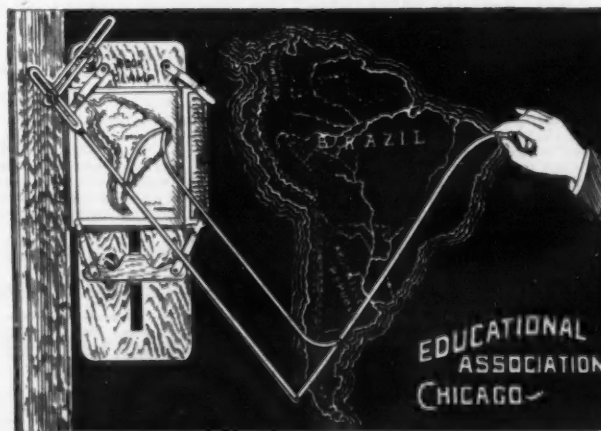
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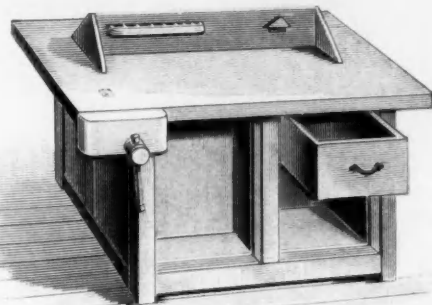
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